


Campbell University

College of Arts and Sciences
Lundy-Fetterman School of Business
School of Education

1990-1992



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Photo by Jackie Safrit

Campbell University reaffirms its standing policy of nondiscrimination, in employment and in all of its programs and activities, with respect to race, creed, color, sex, age, religion, national origin, or handicap.



Photo by Bennett Scarborough

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WELCOME TO CAMPBELL

This catalog has been prepared to introduce you to Campbell University. Through it, you will learn of the talented and friendly student body, high-quality faculty, excellent academic programs, beautiful campus and facilities, and many friends who support the mission of Campbell and contribute to the fulfillment of its purpose.

As you read about Campbell, we want you to gain a perspective of what it would be like to live and study at one of the finest universities in the eastern United States.



Photo by Todd R. Scarborough

Selecting a quality university should include certain criteria:

A school where the individual counts. Campbell University is a friendly campus where small classes encourage closer relationships among students and faculty. The individual student is very important to fellow students, faculty, and the administrative staff.

Meaningful programs. With a tradition of academic excellence, Campbell readily introduces new programs which reflect changes in the professional and vocational developments of our nation and world. Intramural and intercollegiate athletics combine with academics to make Campbell an exciting place to study and play.

A pleasant social and cultural environment. Campbell is a coeducational, church-related university located in central North Carolina. Students are enrolled from all counties, with most states along the Atlantic Seaboard also represented in the student body. Students from more than thirty-five foreign countries regularly attend Campbell. The distribution of male and female students is almost equal. The climate in Buies Creek is mild with the opportunity of outdoor sports throughout the year.

As you look at Campbell University through a review of this catalog, compare it to your own personal expectations. If we are the university for you, let us hear from you; you are personally invited to visit the campus.



Photo by Bennett Scarborough

1. Introducing Campbell



Photo by Todd R. Scarborough

1. INTRODUCING CAMPBELL

CAMPBELL UNIVERSITY

STATEMENT OF PURPOSE

Campbell University is a university of the liberal arts, sciences, and professions which is committed to helping students develop an integrated Christian personality characterized by a wholeness that includes: a method of critical judgment; an appreciation of our intellectual, cultural, and religious heritage; and a sensitive awareness of the world and society in which they live and work with persons.

Campbell University is a Baptist university affiliated with the Baptist State Convention of North Carolina. Both in and out of the classroom, the University endeavors to present Christian principles to students and to foster their application to daily life.

The purpose of Campbell University arises out of three basic theological and Biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ, all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community.

Therefore, the mission of Campbell University, as a community of Christian scholars, is to:

- Provide students with the option of a Christian worldview;

- Bring the word of God, mind of Christ, and power of the Spirit to bear in developing moral courage, social sensitivity, and ethical responsibility that will inspire a productive and faithful maturation as individuals and as citizens;

- Transfer from one generation to the next the vast body of knowledge and values accumulated over the ages;

- Encourage creativity, imagination, and rigor in the use of intellectual skills;

Affirm the University's commitment to the belief that truth is never one-dimensional but in wholeness is revelatory, subjective, and transcendent as well as empirical, objective, and rational, and that all truth finds its unity in the mind of Christ;

Frame University teaching in the context of a liberal arts education seeking to free persons to live more abundantly and securely in an ever-changing social order;

Foster stewardship in nurturing the gifts of the mind and in developing aesthetic sensibilities;

Equip students with superior vocational skills, productive insights, and professional integrity.

Provide a community of learning that is committed to the pursuit, discovery, and dissemination of knowledge to serve the region as well as national and international communities;

Prepare students for purposeful lives through undergraduate, graduate, and professional instruction including terminal graduate and professional programs;

Provide services to the general community through research efforts, continuing education, and cultural programs;

Cooperate with other educational institutions for the advancement of mankind.

This university sees the human vocation as living by faith under grace, with no conflict between the life of faith and the life of inquiry.

BRIEF HISTORY

Ad astra per aspera

Implicit in this old Latin motto, “To the stars through difficulties,” adopted during the dark days of Reconstruction in the Old South, are beliefs, aims, and objectives that have guided this institution through ever-changing circumstances. Campbell’s rise from a community school of twenty-one students to eminence as a great southern academy and later to its present standing among the state’s largest church-related senior universities is illustrative of what perseverance can accomplish in scaling the heights.

Campbell University was founded January 5, 1887, by James Archibald Campbell, a North Carolina preacher who believed that no student should be denied admission because of lack of funds. Known as Buie’s Creek Academy, the school that began with twenty-one students grew slowly during the early years.

“From the beginning, his (Dr. James Archibald Campbell) passion was that his school prepare young men and women

for a living and for a life, not one but both. He was concerned that Christ have his way in the classroom and that he have his way in the church house, no difference...”

From Campbell College-Big Miracle
at Little Buies Creek (1887-1974)

Dr. J. Winston Pearce

In 1925, the school's property was deeded to the North Carolina Baptist State Convention. In 1926, the school attained junior college status and changed its name from Buie's Creek Academy to Campbell Junior College. In 1961, Campbell became a senior college. The name was changed to Campbell University on June 6, 1979.

Graduate programs were begun in 1977 with the Master of Education degree. The Master of Business Administration degree was added in 1978 and the Master of Science in Government was established in 1982.

The Campbell University School of Law was established in 1976, and the Lundy-Fetterman School of Business was begun in 1983. The Schools of Pharmacy and Education were established in 1985.

In over one hundred years of service, Campbell University has been served by only three presidents:

James Archibald Campbell 1887 - 1934

Leslie Hartwell Campbell 1934 - 1967

Norman Adrian Wiggins 1967 -

CAMPUS AND BUILDINGS

The University occupies a spacious 850-acre campus in the village of Buies Creek, located in Harnett County, and equidistant from North Carolina's fast-growing metropolitan centers of Fayetteville and Raleigh. The location combines the advantages of accessible urban convenience with the friendly, academic atmosphere of a rural university village.

The University had its beginning in a small one-room building erected by local citizens. Though later enlarged, it was, by 1896, inadequate to house the growing student body, and additional facilities were added.

On December 20, 1900, with the exception of one building which was later used for classrooms, these structures were destroyed by fire. The burned buildings were replaced by Kivett Building, named

for Z. T. Kivett, the builder, which was constructed between May 23, 1901, and November 2, 1903. The following buildings have been added: William Pearson Hall (1915), Carrie Rich Memorial Library (1925), D. Rich Memorial Building (1926), Curriculum Center (1947), Carter Gymnasium (1952), Leslie Hartwell Campbell Hall of Science (1961), J. Clyde Turner Chapel (1963), Campbell Home Management House (1965), Fred L. Taylor Hall of Religion (1973), Johnson Memorial Natatorium (1976), and Taylor Bott Rogers Fine Arts Center (1984).

In addition to the above-named buildings, the following serve the administrative function of the University: B. P. Marshbanks Dining Hall (1934), W. S. Britt Hall (1947), John S. Pearson Memorial Infirmary (1960), James A. Campbell Administration Building (1961), McLeod Admissions Center (1967), James M. Shouse Dining Hall (1973), Page Welcome Center (1974), and the Campbell Laundry Building (1985).

The residence halls for men are: Joel G. Layton Hall (1923), Ernest P. Sauls Hall (1962), Bobby Murray Hall (1967), A. R. Burkot Hall (1973), Fred McCall Hall (1973), and Lonnie D. Small Hall (1973).

The residence halls for women are: William H. and Lula Bostic Jones Hall (1954), J. F. Kitchin Hall (1955), O. Hampton Baldwin Hall (1958), Fred N. Day Hall (1959), Mabel and Nell Powell Hall (1960), James E. and Mary Z. Bryan Hall (1961), J. Hunter and Mabel C. Strickland Hall (1962), R. A. and Elsie Hedgpeth Hall (1967), Burt House (1980), Marshbanks House (1980), McKay House (1980), Burgess House (1987), Caudell House (1987), Wallace House (1989), and Lynch House (1989).

In addition to the above residence halls, the University provides several housing facilities for faculty and married students. They are: Ellis Memorial Apartments (1957), Campbelltown Apartments (1959), Northeast Hall (1963), and East Hall (1969).

ACCREDITATION

Campbell University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate, Bachelor's, Master's, Education Specialist, and Doctor's degrees.

Campbell's Program of Teacher Education is approved by the North Carolina Department of Public Instruction.

Campbell University holds membership in the North Carolina Foundation of Church-Related Colleges, North Carolina Council of Church-Related Colleges, the North Carolina Association of Independent Colleges and Universities, and the American Association of Colleges for Teacher Education.

FACULTY

One of the chief assets of Campbell University is its faculty. Members of the faculty are competent, experienced, and dedicated teachers. Their educational backgrounds are represented by undergraduate and graduate degrees from many outstanding institutions. At the present time, approximately three-fourths of the faculty hold the doctoral degree or its professional equivalent.

Campbell University is committed to the task of selecting and maintaining a group of highly qualified teachers who are dedicated to learning in general, to the special knowledge of their subject area, and to the process of instructing students.

ASSETS

The University has total assets with a replacement value amounting to nearly \$139,000,000, including endowment assets as of 1990 of approximately \$31,000,000. Also included among its assets is Keith Hills, an eighteen-hole championship golf course, completed in 1973 and named for its longtime trustee and his family, Fred R. Keith, of Lumberton, North Carolina. The Robin Whitley Hood family of Benson, North Carolina, made possible the building of the Robin Hood Pro Shop.

LIBRARY

Carrie Rich Memorial Library (1925). This building consisted originally of two large reading rooms, stack rooms, and the librarian's office. It has been expanded several times, with the most recent addition completed in 1965. At present, the library includes adequate reading space for a student body of more than 2500 students and stack space for more than 180,000 volumes. Over the past several years, the library has received many valuable collections.

THE CAMPBELL UNIVERSITY SCHOOL OF LAW

In July of 1975, following extended feasibility studies, the General Board of the North Carolina Baptist State Convention approved establishment of the Campbell University School of Law. In August of 1976, the charter class of 97 students was admitted.

The decision to establish the School of Law was not lightly taken; it was made with the firm conviction that the Campbell University School of Law and its graduates will help meet needs presently unmet, particularly in the southeastern United States. Campbell University School of Law is not designed to be a law school that duplicates in every detail the emphasis and programs of existing law schools. Rather, its intention is to formulate a unique program, at a unique location, and to educate a particular type of lawyer for whom there is a special and continuing need.

Campbell University School of Law is purposely a small law school, with a tradition of admitting no more than 90 students per class. While its academic program is arduous, its rural village setting and commitment to human values are designed to enhance one's likelihood of success as a student and as a lawyer in any setting in which one chooses to practice.

Campbell educates lawyers who are prepared from the outset of their careers to serve their communities with legal skill and ethical and intellectual leadership, in the noblest tradition of the "counselor."

THE LUNDY-FETTERMAN SCHOOL OF BUSINESS

In October, 1982, the establishment of the Lundy-Fetterman School of Business was announced. The Lundy-Fetterman School of Business was named for the late Burrows T. and Mabel L. Lundy, generous benefactors to the University and strong supporters of free enterprise, and Lewis and Annabelle Fetterman, son-in-law and daughter of the late Mr. and Mrs. Lundy.

The guiding philosophy of the Lundy-Fetterman School of Business is exemplified in its support of Campbell's distinctive Christian purpose and in its belief that the free enterprise system has been the strength of the American economic system. Such a tradition and purpose continues to guide the development of the Lundy-Fetterman School of Business.

THE CAMPBELL UNIVERSITY SCHOOL OF PHARMACY

For the first time in nearly four decades, there is a new school for pharmacists in America; it was founded at Campbell University in 1985 and admitted its charter class in August of 1986. The school confers the Doctor of Pharmacy degree upon students who complete its four-year professional program of classes, research, and internships. The first degrees were awarded in May 1990. Entering students must complete at least two years of undergraduate work prior to beginning the pharmacy curriculum.

Because of Campbell University's unique location, its pharmacy program encompasses an unusually broad variety of pharmaceutical internship possibilities, including major medical centers such as Duke Hospital, several Veterans' Administration hospitals, international research companies in the Research Triangle Park, and significant numbers of practicing pharmacists and smaller hospitals and clinics, all within an hour's drive.

Thus, graduates of the pharmacy school are prepared to serve the region and the nation in active pharmaceutical practice and research in a broad variety of professional positions.

THE CAMPBELL UNIVERSITY SCHOOL OF EDUCATION

Recognizing that the education of teachers is vital to the life of our society and the preservation of the values of Western Civilization, Campbell University, in late 1985, consolidated the related disciplines of education, psychology, sociology, military science, and home economics into a School of Education dedicated to intellectual development and professional preparation of young teachers. In addition to the basic process of preparing undergraduates for initial teacher certification, the school provides a quality program at the Master's level and has implemented sixth-year and doctoral programs for administrators.

GRADUATE PROGRAMS

Master of Education (M.Ed.)

The graduate program in Education was begun in the summer of 1977 and now enrolls approximately 400 students. The major objective of the graduate program in Teacher Education is to provide an opportunity for persons in the field of education to pursue knowledge in their field and to improve their professional skills. Programs offered under the Master of Education umbrella

include the following: Early Childhood Education, Intermediate Education, Middle Grades Education, Physical Education, Science Education, Social Science Education, Math Education, English Education, Counselor Education, Administration Level I, and Curriculum Specialist Level I. The Education Specialist degree (sixth year) is offered in Early Childhood Education, Curriculum Specialist (Level II), and Administration (Level II).

Doctor of Education (Ed.D.)

The Doctor of Education degree program is offered in Administration. The first doctoral degree was awarded in May 1990.

Master of Business Administration (M.B.A.)

The graduate program in Business began in the fall of 1978. There are now about 285 students enrolled. The major objective of the graduate program in business is to develop the student's analytical, critical, problem-solving, and decision-making capabilities and to provide the basic knowledge needed for the solution of business problems. In order to earn the M.B.A., the student must successfully complete a thirty-hour program in Management, Economics, Finance, Marketing, Advanced Management Accounting, and Legal Environment.

Master of Science in Government (M.S.)

The graduate program in Government was begun in July 1982. After a careful feasibility study, the need for a unique program in international relations was established. Classes are scheduled on the campus at Buies Creek and at the Fort Bragg campus.

GRADUATE BULLETINS

Graduate bulletins containing additional information concerning the graduate degrees in Education, Business Administration, or Government may be obtained by writing to the Dean of Admissions, Campbell University, Buies Creek, North Carolina 27506.

ACADEMIC CALENDAR

Campbell University provides a year-round educational program. In addition to the fall and spring semesters, a wide range of courses is offered during the summer. Two sessions of five weeks each constitute the summer semester at Campbell University.

The summer and fall semester schedules are generally available in early March. The schedules and additional information may be obtained by writing the Dean of Admissions, Campbell University, Buies Creek, North Carolina 27506.

CONTINUING EDUCATION AND OFF-CAMPUS PROGRAMS

Campbell University offers undergraduate and graduate classes in evening programs which are available on campus and at various sites across the state. The great majority of the 1,300 students in these programs are part-time; some, however, are able to carry enough classes strictly during evenings and on Saturdays to qualify as full-time students. These classes are taught by the University's regular professional staff as well as by adjunct faculty members.

Off-Campus Centers

Campbell's largest off-campus center is at Fort Bragg, N.C. From an enrollment of 50 students in four classes in the spring of 1976, the center today serves more than 500 students in over 50 classes in both undergraduate and graduate studies. Civilians as well as military personnel attend the classes which are taught year-round in the Bowley School on post. Campbell maintains an office in this building for registration, counseling, purchase of textbooks, and other services necessary for class attendance at Fort Bragg. The Center may be telephoned at (919) 436-3242.

The University's off-campus center at MCAS New River/Camp Lejeune at Jacksonville, N.C., was established in the fall of 1987. This is a full-service center like the one at Fort Bragg and offers undergraduate classes on a year-round schedule. Campbell offices are in the Station Education Center at MCAS New River and at Camp Lejeune. The telephone numbers are (919) 451-6600 and (919) 451-3097. The University's newest off-campus center is at Pope Air Force Base, N.C. The telephone number is (919) 497-8237.

The University also provides undergraduate classes at the Bowers Military Center of the N.C. Army National Guard in Raleigh, N.C. Information about this site is available from the Director of Continuing Education on the main campus.

Off-Campus Graduate Programs

Graduate classes in Education and Business Administration are taught during evenings at other off-campus sites. For general information, the Deans' offices should be contacted. Programs are available at Seymour Johnson AFB and Wayne Community College in Goldsboro; Peace College in Raleigh; N.C. Wesleyan in Rocky Mount; and at Central Carolina Community College in Sanford.

Central Carolina Community College

Since 1970, Campbell University has been involved in a cooperative college transfer program with Central Carolina Community College located in Sanford, N.C.

The general education curriculum is taught at CCCC by regular members of Campbell's faculty and by adjunct professors. This program enables students to earn an associate's degree upon completion of 64 semester hours of college-level work and permits the student to transfer these credits to Campbell or to other accredited institutions which accept credit from Campbell. Information about this program may be obtained from CCCC's Student Development Services. The telephone number is (919) 775-5401.

Malaysian Program

Campbell University is involved in a cooperative program with the University of Ulster of Belfast, Ireland at Tunku Abdul Rahman College (TARC) in Kuala Lumpur, Malaysia. Graduates of the Science curriculum at TARC receive their Bachelor of Science degree from Campbell University. The students are carefully selected and highly motivated. They are taught by outstanding faculty, ably supported by excellent facilities and equally good library holdings and equipment. Campbell University exercises continuing control on the quality of the academic program through an annual visit by external examiners and frequent communication between TARC and the home campus.

Study Abroad Program

Through a cooperative arrangement with South Wales Baptist College, Cardiff, Wales, and the University of Wales, programs for summer and nine-months study are available to students in selected majors.

American Studies Program

In cooperation with the Christian College Coalition, selected students are eligible to participate in the American Studies Program and Latin American Studies programs in Washington, DC, and overseas. Students may enroll for the summer, a single semester, or the full year.

ADMISSIONS

Although the majority of the students at Campbell are from the Southeastern section of the United States, more than forty states and forty-five foreign countries are represented on the campus.

Selection for admission involves several considerations including grades, test scores, activities, and recommendations. Academic record or ability is not of itself sufficient qualification for the admission of any applicant.

A candidate for admission should make initial contact with the Office of Admissions, Campbell University, Buies Creek, North Carolina 27506, early in the senior year of high school. At that time, the Admissions Office will mail necessary forms and instructions.

Suggestions for Those Beginning the College Admissions Process

1. Study the catalog (a copy may be obtained by writing the Dean of Admissions).
2. Ask the Dean of Admissions to answer any questions concerning Campbell University or its programs.
3. If possible, visit the University, preferably with parents, to tour the campus and to discuss the preferred program of study.
4. Obtain the necessary forms from the Admissions Office.
5. Complete the application form carefully and attach a recent photograph. With the application, enclose the \$15.00 processing fee. Mail the application to the Dean of Admissions.
6. With the assistance of the principal or guidance counselor, make the necessary arrangements for taking the Scholastic Aptitude Test of the College Entrance Examination Board. Request that the scores be sent to the Dean of Admissions, Campbell University, Buies Creek, North Carolina 27506.
7. Upon completing the first half of the senior year, request that the high school principal send a record of all high school work completed to the Dean of Admissions.
8. Request that the personal physician send the completed Student Health Service form to the Dean of Admissions.
9. Upon graduation: (a) request the high school to send to the Dean of Admissions a supplementary transcript recording the grades and credits during the final semester, and (b) if not previously done, have the family physician complete the Student Health Service form and mail it to the Dean of Admissions.

Directions for Prospective Transfers

1. Follow Steps 1, 2, 3, 4, 5, and 8. In addition to the above, the University needs SAT scores and high school transcripts.
2. Make available the scores on the Scholastic Aptitude Test of the College Entrance Examination Board or American College Test.
3. Request the registrar of the college at which you are now in attendance (or if not now in school, the registrar of the school last attended) to mail a complete transcript to the Dean of Admissions at Campbell University.
4. If you have been in attendance at more than one college, the registrar of each institution should mail to the Campbell University Dean of Admissions a transcript of all work attempted in that school. Failure to have the appropriate academic records sent to Campbell may result in the application being denied.
5. Request a letter of recommendation from a responsible official of the college previously attended.

Official Enrollment

A student is officially enrolled by being accepted and notified by the Admissions Office, by making satisfactory financial arrangements with the Business Office, and by registering at the appropriate time.

Admission Requirements

Full admission to freshman-level study at the University requires the following:

1. Either graduation from an accredited secondary school with twelve credits as follows:

English 4

College-Preparatory Mathematics 3

(including two of algebra and one of geometry)

One foreign language 2

Social Sciences 2

(One must be in United States history.)

Natural Sciences 1

(It must be a laboratory science.)

OR

Successful completion of the General Educational Development (GED) Program and unusual circumstances with respect to ability, maturity, and motivation. (Only a limited number of GED applicants will be considered.)

2. Acceptable test scores, preferably from the high school senior year, on either the Scholastic Aptitude Test of the College Entrance Examination Board or the ACT Examination of the American College Testing Program. Students with less than 500 composite score on the SAT (ACT)* will not be considered for admission; students with scores in the 500-600 range will be evaluated for provisional admission (defined below) with reduced academic load and “academic support” courses in English and/or Mathematics required in the freshman year. Students with test scores from 600-800 will be eligible for full admission if they also have a respectable high school rank, but will be monitored. Students with scores above 800 are eligible for full admission.

*ACT scores are converted to SAT Equivalents for statistical purposes.

Definitions

Official Enrollment: A student is officially enrolled by being accepted and notified by the Admissions Office, by making satisfactory financial arrangements with the Business Office, and by registering at the appropriate time. The University reserves the right to reject any application without explanation.

Full Admission: Admitted as a freshman, transfer, or special student with no conditions that have to be removed prior to graduation.

Provisional Admission: Admitted at the discretion of the Admissions Committee, with the requirement to remove one or more conditions prior to enrolling or to commencing a second semester's work. Examples include: (1) to take further precollege work during the summer prior to the beginning of freshman year; (2) to take a course to determine placement in English, mathematics, or foreign language; (3) to demonstrate proficiency in or mastery of specified subject matter; (4) to complete the official documentation in the applicant file. This is not an exhaustive list. A student admitted provisionally receives credit for work at Campbell University only after the conditions are met and the status of full admission is achieved.

Academic Support Program: A program of special academic assistance for students with SAT composite scores in the range of 500-600 for other students with demonstrated weaknesses in English and/or mathematics, and for all students whose high school record warrants special concern and attention. The major components of the program are a limit (13.5) on the number of semester hours taken until a 2.000 GPA is established, and assignment to remedial courses in English and mathematics, unless these courses are taken prior to arrival at Campbell University.

Credit Earned by High School Students

High school students may take courses for credit at Campbell University provided they have completed their junior year and are recommended by their high school principal or counselor. Credit for courses successfully completed will be granted after the student graduates from high school and enrolls at Campbell University.

Admission of Military Personnel and Veterans of the Armed Forces of the United States

For many years, Campbell University has been active in the various military education programs. It is proud of its designation as a “Servicemembers Opportunity College” and its selection as one of twenty-five colleges and universities to participate in the Bachelors Degree for Soldiers system. The University will evaluate military records for college credit without charge to determine the amount of credit which may be granted for nontraditional schooling, and military experience and training, if the student applies for admission and is accepted as a degree-seeking student at the University.

For additional information, contact the Veterans’ Affairs Office, Campbell University, Post Office Box 546, Buies Creek, North Carolina 27506.

Summer School Students From Other Institutions

Students enrolling at Campbell University for the summer program only should secure a statement certifying approval of such plans and listing approved courses from the proper official at the school to which the credit will be transferred.

Transfer of Credit

A transfer student from an accredited two-year institution may receive up to sixty-four semester hours of course credit.

Students transferring from colleges not accredited by the regional accrediting agency will receive provisional credit which must be validated by earning a “C” average during the first year of residence after transfer.

All students from accredited junior and community colleges are eligible to apply for transfer under a direct transfer policy if they have an overall “C” average and are recommended by the dean of the sending institution. Full credit will be given to junior college courses at the associate degree level.

Transfer students must be in good academic and social standing at the school from which transferring.

Reserve Officers Training Corps (ROTC)

Campbell University offers an ROTC program which is designed to develop officer-leaders and to lead to a commission as an officer in the Army Reserve or the regular Army.

Additional information may be found in Section 4 of this catalog under Military Science.

INTERNATIONAL STUDENTS

International students are required to demonstrate proficiency in the English language and satisfy the above admissions requirements and procedures. The English language requirement of the College will be met when the applicant has submitted proof of a score of 500 or better on the TOEFL, or completed Level 109 at an ELS Language Center. A complete set of educational credentials with English translations, if necessary, are required before eligibility for admission can be determined. An affidavit of financial responsibility is required before the I-20 form is issued.

2. Academic Program And Regulations

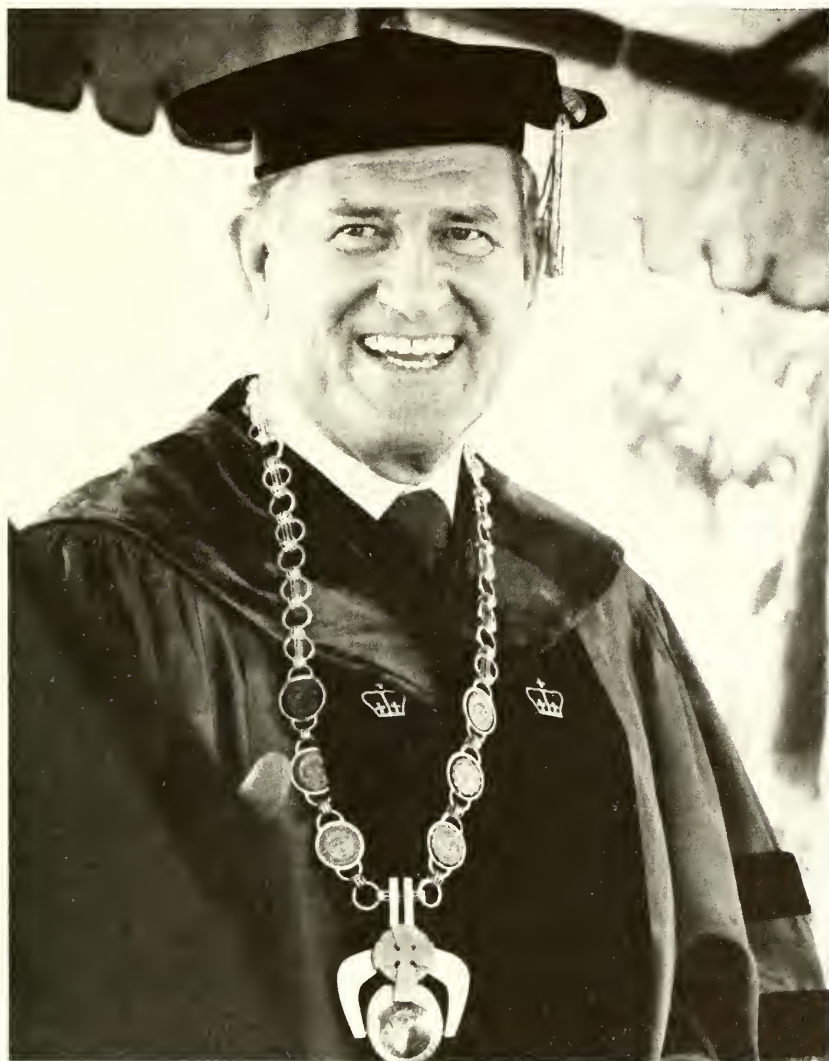


Photo by Todd R. Scarborough

2. ACADEMIC PROGRAM

DEGREE REQUIREMENTS

BACHELOR'S DEGREES

Campbell University offers undergraduate programs leading to the Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, Bachelor of Applied Science, and Bachelor of Health Science degrees.

A candidate for a Bachelor's degree must:

1. Demonstrate evidence of good character.
2. Complete the General College Curriculum.
3. Satisfy the Cultural Enrichment Program attendance requirement.
4. Complete a minimum of 12 semester hours in the departmental major at Campbell.
5. Achieve a grade point average of 2.0 on all work attempted. In addition, a 2.0 average is required for all work attempted at Campbell and in the major.
6. Complete 128 semester hours of which the last 32 must be earned at Campbell.
7. Participate, when requested, in assessment of studies in the major and/or minor field.

A student is normally allowed to attempt only 160 semester hours before graduation. This number may be exceeded with the approval of the Retention Committee.

From time to time, changes are made in General Curriculum requirements, graduation requirements, and related matters. Unless otherwise indicated, such changes will be applicable to all students enrolled at the time the change is adopted, as well as to all students who reenroll after a period of absence.

Assessment of Institutional Effectiveness

On a periodic basis, the University will request student participation in determining measures of effectiveness of University programs and in assessing student progress during the course of the educa-

tional experience at Campbell. When the participation requested pertains to student progress in the major and/or minor field of study, such participation becomes a requirement for graduation.

THE GENERAL COLLEGE CURRICULUM

The General College Curriculum includes courses representing all liberal arts disciplines. The purpose is to provide students the opportunity to acquire skills, experience, and knowledge needed to achieve the spiritual, philosophical, historical, aesthetic, and scientific foundations necessary to understand and evaluate human experience and enjoy the good life motivated by tolerance and concern for others.

Students pursuing the B.A., B.S., and B.B.A. degrees must complete the General College Curriculum unless otherwise noted below.

DISCIPLINES	NUMBER OF COURSES REQUIRED
Fine Arts*	
Art 131, Music 131, or Drama 131	1
Humanities	
English 101, 102, (English 101 may be waived for students with an SAT verbal score of 500 or higher)	1-2
English and/or American Literature (One course in foreign literature may be substituted for one literature course.)	2
Foreign Language**	
1. Students beginning a new language or students with less than two years of high school language must complete courses numbered through 201.	1-3
2. Students with two years of high school language or more must complete the course numbered 202 if working in the same language.	1-2
Religion 101 and any additional religion course	2
History 111 and 112	2

Mathematics and Science**

Successfully complete Mathematics 1-2
122 or two mathematics courses numbered
111 and above as selected by the major
department. (One course may be from CIS
125, CSC 275, CSC 111, or Philosophy 221.)

Science 2

Two laboratory science courses from Biology, Chemistry, Geology, or Physics***

Physical Education

Physical Education 185 (2 hours) and 2
any activity course (1 hour)

Social Science/Humanities Option****

Economics, Geography, Psychology, 2
Government, History, Sociology, Religion
and/or Philosophy

Total General Education Hours

50-59 Semester Hours

*Education 131 (The Fine Arts) is required of all students seeking teaching certification. These students will receive core curriculum credit for the fine arts requirement upon successful completion of the course. Priority in registration will be given to students seeking teacher certification.

**Students pursuing the B.B.A. degree are required to complete two foreign language courses which may be met by presentation of two or more high school units (years) in the same language. They must also complete Math 160.

***SIED 117 (General Science I) and SIED 118 (General Science II) are required of all students seeking teacher certification. These students will receive core curriculum credit for the natural science requirement upon completion of the sequence. Priority in registration will be given to students seeking teacher certification.

****Students are required to complete only two courses and may take any mix of disciplines, as selected with the approval of the major department, to meet the requirement.

DOUBLE MAJORS AND MINORS

A student may be a candidate for only one undergraduate degree. Normally, each student chooses a major field when nearing completion of the core curriculum requirements, usually not later than the second semester of the sophomore year. Requirements for the major vary by department. It is possible to complete the requirements for two majors while in residence; however, this sometimes requires a ninth semester of work.

Qualification in two majors does not entitle one to two degrees. Students who desire qualification in two major fields must have the approval of both of the appropriate department chairmen. The student must select in writing one department's requirements as governing. In the event of misunderstandings or conflicts with respect to requirements, the chairman of the governing department will resolve the problem. In the case of duplicate requirements, the student may be released from the course requirement by the department chairman of the secondary major, but the student must still have 128 hours for graduation. Students must have a 3.0 average before starting a double-major program.

Campbell University does not award a second baccalaureate degree. Graduates may be given certification in a second major upon completion.

NOTE: Students receiving veterans' benefits must document with the Veterans' Affairs Coordinator, Office of the Registrar, and respective department chairman their intent to pursue the double major or major with a minor. A written course requirements sheet, agreed to by respective department chairmen, must be provided to the veterans' benefit student with the clear understanding that an additional semester may be required to complete all requirements. The course requirements sheet will be developed on a case-by-case basis, tailored individually, and agreed to by respective department chairmen. Successful completion of all degree requirements will result in award of a single diploma that reflects the major titles.

Students may also elect to earn a minor field. Requirements for this are normally less demanding than those of a major field. Minimum requirements for a minor are 18 semester hours, including a minimum of five courses. Variations will be determined by the appropriate department. The student must designate his major and minor fields in writing to the registrar at the time of application for graduation. There is no grade point average requirement to meet before commencing work on a minor.

COMBINED DEGREE PROGRAMS

Candidates for the "three-three" degree program in law and the "two-four" program in pharmacy must have the approval of the appropriate deans.

BACHELOR OF ARTS DEGREE REQUIREMENTS

Students must complete the General College Curriculum, along with major and elective requirements, to total 128 semester hours. Major requirements are included in the appropriate academic department listing in this *Bulletin*.

The Bachelor of Arts Degree is awarded to students in the following majors:

College of Arts and Sciences

Art

Dramatic Art

English

French

Government

Mass Communication

History

Music

Music Education

Religion

Religion and Philosophy

Spanish

The Lundy-Fetterman School of Business

Economics

BACHELOR OF BUSINESS ADMINISTRATION DEGREE REQUIREMENTS

Students must complete the General College Curriculum, along with major and elective requirements, to total 128 semester hours. Major requirements are included in the Lundy-Fetterman School of Business section of this *Bulletin*.

The Bachelor of Business Administration degree is awarded to students in the following majors:

Accounting

Business Administration

Computer Information Systems

Trust Management

BACHELOR OF SCIENCE DEGREE REQUIREMENTS

Students must complete the General College Curriculum, along with major and elective requirements, to total 128 semester hours. Major requirements are included with the appropriate academic discipline listing in this *Bulletin*.

The Bachelor of Science degree is awarded to students in the following majors:

- College of Arts and Sciences
 - Biology
 - Chemistry
 - Computer Science
 - Mathematics
 - Medical Technology
 - Physical Education
 - Social Science
- The Lundy-Fetterman School of Business
 - Economics
- School of Education
 - Elementary Education (Early Childhood, Intermediate, Middle Grades)
 - Psychology
 - Home Economics
 - Clothing, Textile-Fashion Merchandising
 - Home Furnishing Merchandising
 - Food Service Management
 - Military Science
 - Social Services
 - Social Work

BAS DEGREE/BHS DEGREE

- I. An earned Associate Degree or its equivalent defined as 64 hours, including at least 36 in the major field, e.g., Criminal Justice and the appropriate certification (national or state boards and/or completed military training and certification).
- II. Campbell Core Courses (if not already credited by college transfer within the 64 hours).

English 101-102	6
History 111-112	6
Religion 101-224	6
CIS 125	3
Science Lab Course	4
	<hr/>
	25

III. Campbell Upper Level Courses: Any 300-400 level courses for which the student meets the prerequisites: (at least 39 hours)

Major field or related field

- BAS/BHS: CIS
- History
- Literature
- Foreign Language
- Mathematics
- Religion
- Psychology
- Sociology
- Science

- BAS Only: Business
- Accounting
 - Economics

ASSOCIATE IN ARTS DEGREE

Campbell University offers Associate degree programs in General Education, Business Administration, Data Processing, Military Studies, and Social Sciences. A candidate for this degree must have demonstrated evidence of good character, completed 64 semester hours of study with 2.0 average on all work offered for graduation, and must have earned a 2.0 average on 80 percent of all work attempted. This degree requires a minimum of 16 semester hours of study in residence.

ASSOCIATE IN GENERAL EDUCATION

Course Requirements

Courses		Credit Hours
English 111 and 112	Composition	6
English Elective	Literature	3
Mathematics	Elective Courses	6
History 111 and 112	Western Civilization	6
Science	Natural Science	4
Fine Arts	Art, Drama, or Music	3
Religion 101	Introduction to the Bible	3
Physical Education 185	and any Activity Course	3
Electives	Free Elective Courses	<u>30 plus</u>
Total Semester Hours		64

GENERAL ACADEMIC REGULATIONS

GRADUATION

GRADUATION CEREMONIES

Degrees will be conferred at the end of the regular semester in May.

The responsibility for meeting the requirements for graduation rests upon the student.

Minimum Grade Requirements for Graduation

All candidates must have: (1) an overall “C” average; (2) a “C” average in the major; (3) a “C” average at Campbell; and (4) Education majors must have a minimum grade of “C” on each professional course.

N.B. Music majors must have a “C” or better on each music course. Education majors must have a “C” or better on all education courses and an overall minimum grade point average of 2.5 to be considered for teacher certification.

Classification of Students

The classification of a student depends upon the number of hours and quality points earned and not upon the length of time enrolled in the University. A student is classified:

- (1) As a senior, upon the completion of 90 semester hours with a 2.0 average on all work attempted.
- (2) As a junior, upon the completion of 55 semester hours with a 2.0 average on all work attempted.
- (3) As a sophomore, upon the completion of 23 semester hours with a 2.0 average on all work attempted.
- (4) As a freshman, if the regular admission requirements have been met.
- (5) As a special student, if for some approved reason he/she is registered for one or more courses but does not meet the admission requirements.
- (6) As a part-time student, if, with approval, he/she is registered for less than 9 hours of credit work. However, to receive assistance through Campbell's Financial Aid Office, a student must be enrolled for 12 semester hours for undergraduate, and 9 semester hours for graduate students.

Application for Graduation

The candidate is responsible for applying for graduation at the beginning of the final semester before graduation. Depending on an individual student's progress, this may involve successive applications. Applications must be on file in the Office of the Registrar before the degree will be awarded. The candidate must satisfy all financial obligations prior to graduation.

Graduation with Honors

Students who achieve a grade point average of 3.25 will be graduated cum laude, 3.50 magna cum laude, and 3.75 summa cum laude.

Graduation with honors is determined by the overall grade point average on all undergraduate work attempted at any accredited school and on all credit earned at Campbell University.

To be eligible for honors, a student must have completed a minimum of 60 semester hours at Campbell in a five-year period immediately preceding graduation. A transfer student may receive no honors which require a quality point average higher than the quality point average attained on work at Campbell University.

Graduation in Absentia

All candidates are expected to participate in the graduation ceremony. Those students who cannot be present should present a request with their justification for graduating in absentia to the dean of the appropriate school or college.

REGISTRATION

Faculty Advisers

Each student will be assigned a faculty adviser who will assist in making academic choices. Prior to registration each semester, every student must have proposed courses approved by his/her adviser.

Students interested in pursuing special programs or majoring in government, elementary education, home economics, or music should enter these programs at the earliest possible date, preferably upon registering for their first semester.

Students interested in obtaining a teacher's certificate should consult the School of Education prior to registering for the sophomore year.

Semester Hour

A semester hour usually represents the credit earned in a class which meets one time a week for a full semester or fifteen weeks. In a course meeting three times a week, three semester hours of credit will be earned. Courses in science, home economics, and business education carry laboratory requirements. In general, two hours of laboratory time are converted into one hour of credit.

Courses of Instruction

Courses numbered 100 or 200 are recommended for freshmen; those numbered 200 or 300 are open to sophomores; those numbered 300 to 400 are intended for juniors and seniors. Those numbered 500 are for advanced undergraduate and graduate students. Courses numbered 600 are for graduate students only. Credit hours for each course are listed in parenthesis after the title.

The University reserves the right to make necessary changes in the class schedule where there is insufficient demand for an announced course.

COURSE CREDITS

Normal Class Load

During the regular semesters, a normal class load is fifteen to sixteen hours. During the summer session, a normal load is six semester hours each term.

Students enrolling in more than eighteen semester hours (not including CEP) must obtain permission from the dean of the appropriate school or college and pay the appropriate overload charges.

A full-time boarding student must carry a minimum load of twelve semester hours.

Students carrying less than twelve hours will normally not be eligible for financial aid.

A full-time student whose enrollment drops below nine semester hours will be subject to suspension from school.

Enrollment at Other Schools

Requests for permission to enroll in courses at other colleges must be approved by the registrar and the appropriate dean in writing prior to enrollment.

Students who do not have an overall "C" average and a "C" average at Campbell will not receive approval to transfer courses to Campbell. Furthermore, students who are in their fourth semester at Campbell University or who have completed 64 semester hours may not transfer work from two-year institutions (junior colleges, community colleges or technical colleges). Students should understand that they are to complete the last 32 semester hours in residence at Campbell University, and that work completed at another institution while a student is ineligible to return to Campbell will not be accepted in transfer.

Students requesting permission to enroll for courses at Campbell University and Fort Bragg during the same semester are advised of the following requirements:

The maximum number of hours allowed during any semester and combination of Fort Bragg terms must not exceed 18.5 semester hours.

Permission to enroll in courses at Fort Bragg must include the approval of the student's adviser and department chairman.

If a student enrolls for six semester hours at Campbell and six or more hours at Fort Bragg during any semester and combination of terms at Fort Bragg, the student is considered as a full-time on-campus student and must pay resident tuition charges.

Courses to be applied against the requirements in the major field must meet with the approval of the chairman of the department.

A deficit in quality points on courses taken at Campbell must be made up at Campbell.

Fort Bragg Policies

Students may enroll for courses at the Fort Bragg campus on the following conditions:

1. The requested course will not be available on the Buies Creek campus during the present semester or prior to the expected date of the student's graduation.

2. Approval must be obtained by the adviser, department chairman, discipline department chairman, and registrar.
3. A student may enroll for no more than two courses per semester.
4. The maximum number of hours allowed during any semester and combination of Fort Bragg terms must not exceed 18.5 hours.
5. If a student enrolls for six semester hours at Campbell and six hours at Fort Bragg during any semester and combination of terms at Fort Bragg, the student is considered a full-time on-campus student and must pay resident tuition charges.

Directed Independent Study (DIS)

Independent study is any type of study which is conducted under the supervision of a qualified instructor but which is not available as a regularly scheduled course or which is a regularly scheduled course but is not currently available.

Credit hours will be given for each independent study course as listed in the catalog for regularly scheduled classes.

All independent study should be initiated by the student, and a contract submitted prior to the semester for which credit is sought. The student should submit a written request to his/her faculty adviser during the advisement period and obtain approval before registration.

The student and faculty member will work out the format of each course and will adhere to the minimum standards set by the department. Minimum departmental standards will include the following:

- a. No student may take more than one three-semester-hour independent study course per semester; no student shall present more than nine credit hours in independent study toward a major without the approval of the discipline department chairman, adviser, and the dean of the college/school.
- b. The student's schedule should allow for an average of three hours of work per week per semester hour, including time spent in meeting with the professor.
- c. A clear, written understanding between the student and professor concerning the objectives of the study, procedures, reading, written work, travel, and means of evaluation.

- d. All students should complete all freshman and sophomore courses by the end of the junior year.

Supervision of independent study will be on a volunteer basis for the professor. No professor will have more than three independent studies at any given time.

All independent study shall be approved by the faculty adviser, the supervising professor, the discipline department chairman, the appropriate dean, and the registrar.

*Veterans enrolled in independent study courses must also be enrolled in 12 semester hours of traditional course work to qualify for veterans' benefits.

Independent study contracts may be obtained in the Office of the Registrar.

Auditing a Course

A student may audit any course by obtaining the permission of the instructor and the appropriate dean. The requirements as to attendance and participation are determined by the instructor. An auditor receives no credit and no grade, but satisfactorily completed audits are reported to the Registrar's Office and made a matter of permanent record. A student may not audit a course which will be taken later for credit. A course which is audited is considered to be a part of a student's load and is included in the tuition and fee charges.

Advanced Placement

College credit will be awarded to a student who completes the advanced placement examination with a score of three or better. Three hours of credit may be awarded for any achievement test completed with a score of 650 or better. No grades will be given in courses for which credit is granted by examination.

Applicants should arrange with the College Entrance Examination Board (CEEB) for the advanced placement test and should request the CEEB to send the results of these examinations to the Dean of Admissions.

The decision on the appropriate amount of credit to be awarded will be determined by the department chairman with the approval of the appropriate dean.

Correspondence Courses

The maximum credit in correspondence courses allowed will be twelve semester hours with not more than six semester hours in the field of the major. The question of determining what is acceptable credit in correspondence courses will be the responsibility of the appropriate dean, the chairman of the department, and the registrar.

Credit by Examination

Credit may be earned by satisfactorily completing the General Examinations or the Subject Examinations of the College Level Examination Program (CLEP) of the College Entrance Examination Board. A maximum of 64 hours of credit may be earned for scores suggested by the American Council on Education.

Credit for courses in the core curriculum to be earned through CLEP, DANTES, USAFI, APP, CHALLENGE EXAMINATIONS, and other nontraditional methods must be submitted not later than the end of the student's first year of residence at Campbell or any other accredited institution of higher education.

Credits for the CLEP Subject Examinations will be awarded for scores at or above the average score made by "C" students in the national norms for the Subject Examinations.

Applicants who seek credit by examination may obtain further information from the Registrar of the University.

No grades will be given for credit earned by nontraditional methods.

Transfer Students

Students who complete course work in another accredited college or university may apply for admission to Campbell University. Transfer applicants must be eligible, both academically and socially, to return to the institution from which they are transferring. Applicants from accredited institutions normally will be admitted upon the recommendations of the Admissions Committee and the Registrar.

Grades and Honors

Transcripts

The first copy of a student's record is issued for him/her upon request without charge.

Written requests for additional copies should be made to the Registrar by the student and should be accompanied by a remittance of \$3.00 for each copy desired. Campbell University complies with the Buckley Amendment with respect to the privacy of student records, i.e., the University will not release student records without the signature of the student.

Grades and Quality Points

The grading scales with the assigned quality points are as follows:

Grade	Quality of Work	4-Point Scale
A	Superior	4
B	Above Average	3
C	Average	2
D	Below Average	1
F	Failure	0
IC	Incomplete Continued	0
I	Incomplete	0
WF	Failing at time of withdrawal	0
WP	Passing at time of withdrawal	0
Au	Audit	0
P	Passing (Graduate only)	Hours Only

A grade of I (Incomplete) must be removed by the completion of the work within 30 days after the opening of the next semester; otherwise, it will be recorded as an "F".

The cumulative grade point average is determined by dividing the total quality points earned by the total number of semester hours attempted.

Courses transferred from nontraditional programs, nonaccredited institutions, and foreign programs are not included in the computation of the grade point average.

Minimum Academic Standards

To be eligible for readmission, students must have met the following cumulative grade point average on all college-level work attempted:

1. Students who have attempted fewer than 48 semester hours must have a quality-point ratio of 1.4.
2. Students who have attempted 48 but fewer than 78 semester hours must have a quality-point ratio of 1.6.

3. Students who have attempted 78 but fewer than 110 semester hours must have a quality-point ratio of 1.8.
4. Students who have attempted 110 but fewer than 130 semester hours must have a quality-point ratio of 1.85.
5. Students who have attempted 130 or more semester hours must have a quality-point ratio of 1.9.

Students not meeting the minimum academic standards will be advised to attend summer school at Campbell University to improve their grade point average.

Students of junior standing (55 semester hours or less) whose G.P.A. falls below a 1.8 average will be allowed to register for a maximum of 13.5 semester hours.

Academic Warning

The University Retention Committee convenes in May of each year to review the academic progress of undergraduate students. The Committee issues an “Academic Warning” to any student whose composite grade point average is less than 2.0. A student who fails to show progress toward graduation may receive more than one “Academic Warning” until such time as the quality point deficit is reduced in its entirety. However, a student who has not made sufficient progress during any grading period may be suspended without further “Academic Warnings.”

Students who incur quality point deficits of 50 or more are normally declared “academically ineligible” for a minimum of one semester.

Students who have been ruled ineligible for readmission may appeal to the Committee on Retention.

To receive financial aid under the Federal Title IV Program, a student must be making “satisfactory progress” toward graduation as defined in Section 3.

In addition, a full-time student must complete an average of 12 hours each semester during the first two years and an average of 13 hours during the remainder of the undergraduate study.

Eligibility Regulations

1. No student will be allowed to take part in intercollegiate contests during a semester if he registered later than the fifteenth calendar day following the opening date of the semester.

2. No student who is taking less than twelve semester hours of scholastic work shall be permitted to represent the University in any contest or any public performance.
3. No one who passed less than eight semester hours and physical education during the previous semester will be permitted to represent the University in any contest or public performance. The requirement for two preceding terms of attendance is twenty-four semester hours of credit. Summer sessions may be used to earn any number of credit hours which may be applied to meet the average of twelve credit hours in the term of attendance immediately preceding participation.
4. Any freshman who desires to participate in intercollegiate athletics during the second term of his attendance must have passed twelve hours of academic work in order to be eligible.
5. No one will be allowed to represent the University in any contest or public performance who has a deficit at the beginning of the semester of more than forty quality points.
6. Anyone who has been placed on social probation will be considered ineligible for representation of the University in any contest or public performance.

Dean's Honor List

The requirements for making the Dean's Honor List are as follows:

1. A minimum class load of 12 semester hours.
2. An average of 3.25 or better on work completed during a semester.
3. No grade below a "C".
4. Not more than one "C" grade.
5. No incomplete grades.
6. No overcuts in classes or the Cultural Enrichment Program (CEP).
7. Not on social probation.
8. No penalty points in effect.

President's Honor List

The requirements for making the President's Honor List are as follows:

1. Be eligible for the Dean's List.

2. Completed at least a second semester of residence at Campbell.
3. Earn a cumulative grade point average of 3.50 on a 4-point scale on all work attempted.

NOTE: The honor lists are prepared at the end of the fall and spring semesters each academic year. In order to be eligible, a student must meet the requirements at the time the lists are prepared.

Honor Societies

Epsilon Pi Eta. The Epsilon Pi Eta society was organized in the fall of 1928 for the purpose of promoting character, leadership, and scholarship. Membership is gained by being nominated by at least twenty-five percent of both the faculty and members of the society. Members must also achieve a specified academic record for three consecutive semesters.

Phi Eta Sigma. A chapter of Phi Eta Sigma, freshman honor society, was installed at Campbell on October 28, 1974. Admission requirements to the society are fifty percent “A’s” and fifty percent “B’s” for a normal academic load during the first or second semester at Campbell. The society is open to both freshmen men and women.

Phi Kappa Phi. A chapter of Phi Kappa Phi was established at Campbell in the fall of 1974. The purpose of Phi Kappa Phi is to emphasize scholarship in all academic fields. Membership is open to men and women who are in the upper ten percent of the senior class. Graduate and professional students in the upper 10% of all graduate and professional students in the institution are also eligible.

Omicron Delta Kappa. A circle of Omicron Delta Kappa was organized on the campus of Campbell University in the fall of 1977. The purpose of Omicron Delta Kappa is to recognize and encourage the achievement of exemplary character and superior quality in leadership in the five major phases of campus life, namely: scholarship (upper 35 percent); athletics; social and religious affairs; publications; and the fine arts. Membership is awarded to men and women students who are juniors and seniors and who meet the specified criteria for eligibility.

Pi Gamma Mu. The Campbell University chapter of Pi Gamma Mu was established in the fall of 1984. Pi Gamma Mu is a society which encourages excellence in the social sciences among undergraduate and graduate students. Membership and leadership in the chapter are shared between faculty and students. As an honor society, Pi Gamma Mu gives recognition to good scholarship and promotes it all year

long through enriching activities, a lectureship program, and student-faculty fellowship. When a junior, senior, or graduate student has at least 20 hours in the five core areas (history, political science, economics, sociology/anthropology, and international relations), and in some other social science courses such as social psychology, criminal justice, and geography, with a grade average of "B" (85%), that person may be invited to join an active chapter of Pi Gamma Mu. In addition, an eligible student should be in the top 35% of the class.

Sigma Tau Delta. Gamma Chi, local chapter of Sigma Tau Delta, the only national English honor society, was formed in 1987. It recognizes outstanding English students who are in the top 35% of their class.

Who's Who Among Students in American Universities and Colleges.

One of the most prestigious awards the academic community can bestow is selection for Who's Who. Students selected are evaluated with respect to scholarship ability, participation, and leadership in academic and extracurricular activities, citizenship, service to Campbell University, and their potential for future achievement. Only seniors and graduate students are eligible.

Premedical/Allied Health Honor Society is open to students who have an overall 3.0 GPA in all classes and in science. Three semesters of study are required and the students must rank in the upper 35% of their class.

The Presidential Honor Society has a membership of students who made 1000 or better on the SAT, who have good character, and are in the top 15% of their high school class.

STANDARDS AND EXPECTATIONS

Class Attendance

University policy regarding attendance is:

- (1) that the student is obligated for all required work, written and oral, in each course for which registered, whether the student attends class or not.
- (2) that no student will receive credit for any course in which he/she fails to attend at least 85% of the classes held.
- (3) that students should understand that the 15% absences allowed are designed for, but not limited to, personal and family emergencies, inclement weather conditions, bona fide medical needs, and officially approved representation of the University,

such as athletic teams, student congresses, and assessment testing. Students whose absences fall in these categories will be allowed to make up work; it is incumbent upon the student to notify the professor in advance when possible.

- (4) that absences for other than the reasons listed above will normally not be “excused” under any circumstances, even though it is understood that they will occur.
- (5) that professors will keep absence records in all classes. Students who exceed the allowed number of absences will not receive credit for the course involved. Students who do not properly withdraw from a course they intended to drop will be given a WP (withdraw passing) upon certification by the professor that such an action is consistent with his/her records.
- (6) that professors have the prerogative of making their absence policy more restrictive than that of the University in terms of numbers of absences, but otherwise will honor the letter and spirit of the paragraphs above.
- (7) that professors will include a clear statement of their absence policy in the syllabus for each course and will announce it in the first two sessions of each semester/session.

Withdrawal from University

To withdraw officially from the University during a semester, a student must contact the Dean of Student Life.

After a conference with the dean, the student is given a Withdrawal Card. This card must be completed and returned to the Office of Student Personnel in order to receive an official withdrawal.

Courses dropped without proper clearance are recorded as WF and will count as hours attempted.

C.E.P. Attendance

The Campbell University Cultural Enrichment Programs represent an attempt to facilitate communication within the University, to contribute to the cultural and educational atmosphere of the campus, and to stimulate religious search and commitment. Programs will be offered in several categories which implement this stated goal:

Worship/Theology; Convocation/Lectures; and Fine Arts. Twenty-four Cultural Enrichment Programs are planned for a given semester. Attendance requirements for C.E.P. are as follows: students entering

as freshmen must attend for four semesters; students entering as sophomores must attend for three semesters; students entering as juniors must attend for two semesters; and students entering as seniors must attend for one semester. Students who are seeking an Associate degree will attend two semesters of C.E.P. The student receives one-half hour credit for each semester of C.E.P. attendance. The grade will depend upon the number of absences.

Each student must satisfy the C.E.P. requirement to be eligible for graduation.

Drop-Add

There are published deadlines each semester for dropping and adding courses. A student may be officially added to a course by permission of the Instructor and the Registrar.

A course may be dropped without a grade for a period of four weeks. A course may be dropped from the fifth week to the midterm with a WP (withdrew passing) or WF (withdrew failing). All courses dropped after the midterm will be dropped with a WF, except in the case of medical withdrawal from the University.

The time periods listed herein for the regular semester will be applied proportionally to Summer Session to determine the rules for withdrawal in the summer.

Students will not be allowed to drop freshman courses in English, mathematics, or history without the permission of the academic adviser.

Any course dropped without the adviser's permission is recorded as an "F".

Student Handbook

The Student Handbook is published each year by the student personnel staff. Student activities, campus services, academic regulations, and policies and regulations governing student affairs at Campbell University are stated in the Student Handbook.

Every student is expected to become thoroughly acquainted with the Student Handbook. Students are responsible for complying with the policies and regulations presented in the annual edition of the Student Handbook.

Code of Ethics

Christian higher education has always been a major concern and integral part of Baptist life in North Carolina. Consequently, over the years, university and church have stood as partners. The University plays an important role in the mission of the church and the mission of the Kingdom of God on earth.

Campbell University is Christian but not sectarian. Each year, many religious denominations and faiths are represented on the campus. However, it is expected that all those who attend the University will be sympathetic to its stated purposes.

As a Baptist university, Campbell is committed to teaching students to think with Christian values as their basic guidelines. Accordingly, it is incumbent upon the University to provide its students with a code of honorable behavior that in its observance makes more nearly possible an environment whereby the student can grow spiritually, morally, and intellectually.

To perpetuate these Christian ideals and principles, it is the responsibility of each student to maintain a high standard of personal behavior. Thus, a student who matriculates at Campbell University should demonstrate a willingness to abide by the following code while a member of the student body.

The code of Campbell University arises directly out of the institution's statement of purpose.

The basic principles which guide the development of Christian character and govern Christian behavior are to be found in the Scriptures. Moral law is the gift of God and is fully revealed in the teachings of Jesus Christ.

The student, by virtue of his enrollment, agrees to abide by the rules and moral precepts which govern the University community. Because of the University's commitment to the lordship of Christ over every area of life, wholehearted obedience to moral law as set forth in the Old and New Testaments and exemplified in the life of Christ applies to every member of the University community, regardless of position.

While the Bible does not provide a specific teaching regarding all social practices, its emphasis on general principles is unmistakable, particularly in circumstances where lack of self-restraint would be harmful or offensive to others. Out of these general principles come certain concrete expectations which should be viewed not negatively but as practical guidelines for conduct and for a productive way of life:

To uphold at all times and in all places, both on- and off-campus, the University's statement of purpose.

To protect the property rights of others from theft, damage, or misuse.

To adhere to all college policies and regulations, including the rules governing the use of facilities, housing on and off the campus, and campus organizations.

To obey, respect, and uphold the law of the land.

To refrain from the possession, use, or distribution of alcoholic beverages and drugs.

To maintain a standard of dress which insures neatness, cleanliness, and appropriateness of attire.

At all times to exhibit good taste, decency and restraint, refraining from disorderly conduct and indecent, profane, or obscene expression.

To be honest in all behavior, never cheating, plagiarizing, or knowingly giving false information.

To abstain from any sexual relations outside the bonds of marriage.

To exemplify high principles of honor, integrity, and morality, and to help others fulfill their obligations under this code.

University Disciplinary System

The Dean of Student Life is responsible for the administration of the University's disciplinary system. This responsibility is exercised on behalf of the President of the University and entails the operation of several bodies. They are described below and explained in detail in the Student Government Association Bylaws. The operation of the Traffic Committee is described in detail in the University's Traffic Regulations handbook. Allegations of misconduct involving graduate students are referred to the appropriate graduate/professional school for resolution.

1. *The University Conduct Council* is composed of an elected executive officer, the four undergraduate class presidents, three faculty members, the Residence Life Director, and the Dean of Student Life. The council hears violations of the Student Code: Standards of Conduct and Residence Hall Rules. The council may penalize students for misconduct by assigning penalty points. Once assigned, penalty points remain in effect for 365 days. The ac-

cumulation of penalty points can lead to social probation (10 points), disciplinary probation (15 points) and suspension (20 points).

2. *The Abbreviated Conduct Council* is an extension of the University Conduct Council which is composed of the executive officer of the full council, the Director of Residence Life, and the Dean of Student Life. It is authorized to hear allegations of Student Code violations which have a maximum penalty point value of not more than twelve points and involve students who have acknowledged their misconduct and who have not previously appeared before the abbreviated council or any other University disciplinary body. Students who wish to contest allegations or who have previously appeared before the abbreviated council or any other University disciplinary body must appear before the full council.
3. *The Executive Committee of the Faculty* is composed exclusively of faculty members including the deans of the Lundy-Fetterman School of Business, the School of Education, and the College of Arts and Sciences. The committee serves as a hearing board for incidents of misconduct involving violations of federal, state, and local law. It may also hear violations of institutional policy and incidents requiring a high degree of confidentiality to protect the reputations of the students involved. Cases of sexual immorality fall into this category.
4. *The President's Executive Committee* is composed of the President of the University and his cabinet. The Committee considers written appeals of decisions made by the University Conduct Council, Abbreviated Conduct Council, and the Executive Committee of the Faculty. Appeals must be submitted in writing through the Dean of Student Life's office within three school days of the decision being made. The Committee does not hear personal appeals or oral arguments.
5. *The Honor Council* is composed of a chairman, vice chairman, administrative officer, ten class representatives, and six faculty members. The purpose of the Council is to investigate and hear allegations of academic dishonesty. Hearings are conducted before a panel of seven students and three faculty members. The panel may impose penalties ranging from censure to expulsion. Sanctions of expulsion and suspension are automatically reviewed.

6. *The Honor Council Review Committee* is composed of the dean of the College of Arts and Sciences, the dean of the Lundy-Fetterman School of Business, and the dean of the School of Education. This committee will hear all requests for review and will periodically review all hearings conducted by the Honor Council.
7. *The Traffic Committee* is composed of the four undergraduate class presidents, four faculty members, and the Director of Security and Traffic. Its responsibilities include hearing appeals of parking tickets.

Records of disciplinary actions are normally maintained by the Student Life Office until the fourth summer following the last entry. Copies of correspondence announcing the decisions of the above committees (Traffic Committee excepted) are sent to the Registrar's Office for inclusion in the student's permanent record. Students may examine the contents of their files at the Registrar's Office and/or the Student Life Office by appointment.

3. Financial Information

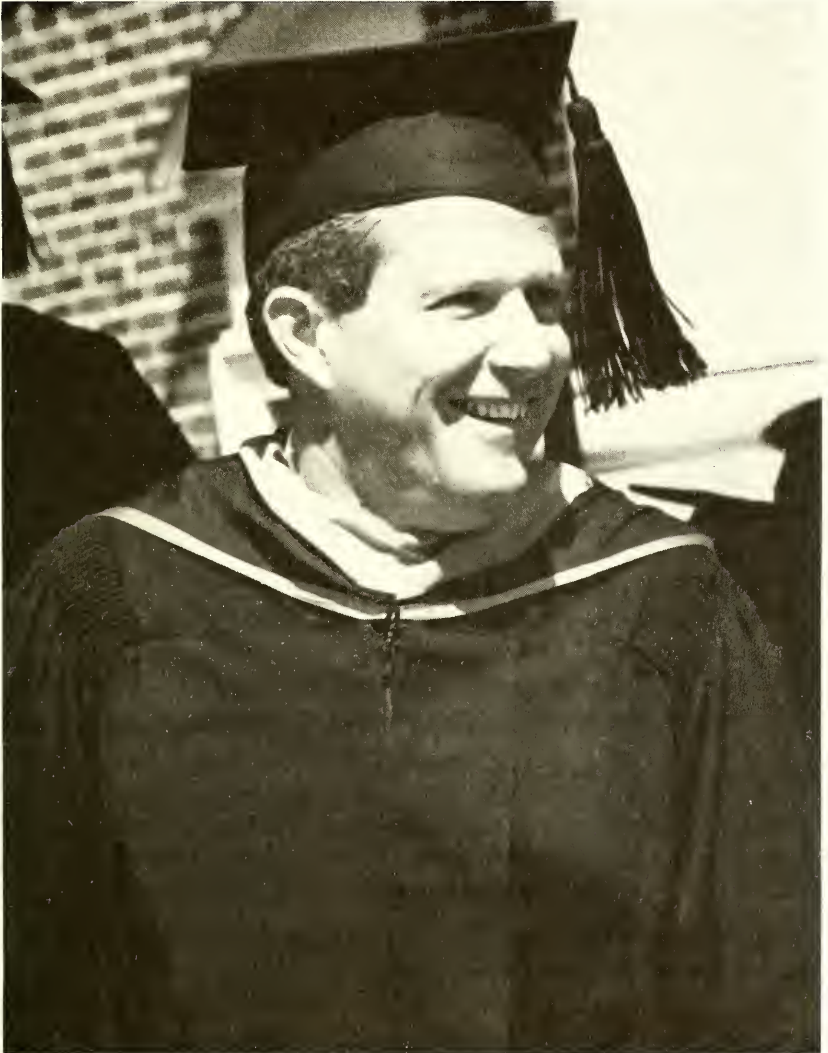


Photo by Todd R. Scarborough

3. FINANCIAL INFORMATION

TUITION AND GENERAL FEES

Campbell University has consistently worked to keep the cost of a good college education as low as possible without sacrificing the quality of its academic program. At Campbell, a student's tuition and general fees pay for approximately 70 percent of the expense of educating that student. The remaining 30 percent is derived from University endowment earnings, gifts, grants, and miscellaneous revenue.

The cost for the 1990-1991 academic year at Campbell University, exclusive of books, is as follows:

Resident Students	First Semester	Second Semester	Total
Tuition and Matriculation Fees	3412.00	3375.00***	6787.00
Meals (5-day ticket)*	707.00	707.00	1414.00
Room**	485.00	485.00	970.00
Accident Insurance	39.00	-0.****	39.00
Student Government Fee	<u>18.00</u>	<u>18.00</u>	<u>36.00</u>
	4661.00	4585.00	9246.00

Commuting Students:	First Semester	Second Semester	Total
Tuition and Matriculation Fees	3412.00	3375.00***	6787.00
Student Government Fee	18.00	18.00	36.00
Accident Insurance	<u>39.00</u>	<u>-0-</u>	<u>39.00</u>
	3469.00	3393.00	6862.00

*For a 7-day ticket, add \$50.00 per semester.

**Residence halls range in price from \$485.00 to \$675.00 per semester.

***New second semester students will be charged \$3412.00.

****New second semester students will be charged \$28.00.

Accident Insurance Fee

All students are required to purchase an accident insurance policy. This fee is \$39.00 and has blanket coverage up to \$1,000. Accident insurance for athletes has blanket coverage up to \$3,000.

Hospital illness coverage insurance is optional to the student at a cost of \$80.00 each twelve months.

Health Service

The University does not charge a health service fee. Each student is entitled to clinical services at the University Infirmary, which is open or on call 24 hours a day. There are no costs to students who are confined to one of the beds in the infirmary. Drugs by prescription and x-rays are paid for by the patient.

Student Government Fee

The Student Government Association fee is established by the student organization and the Board of Trustees. The student government fee is \$18.00 per semester. This fee is used to sponsor concerts, lectures, films, and social entertainment for the students.

Private Room Fee

An additional \$200.00 per semester is assessed for private rooms. Arrangements for rental of private rooms to the limit of their availability can be made with the Director of Residence Life.

Other Fees

Application Fee (new applicants only) \$15.00

Late Registration Fee \$25.00

Change of Schedule (allowed one change without charge) \$10.00

Graduation Fee (Undergraduate) \$20.00

Graduation Fee (Graduate) \$25.00

Data Processing Lab Fee \$25.00

Student Teaching Fee \$50.00

Home Economics Laboratory Fee (per course) \$10.00

Liberal Arts Courses for part-time students taking less than nine (9) semester hours (per credit hour) (Undergraduate) \$100.00

Course load above 18.5 semester hours (per credit hour) \$100.00

Private Room \$200.00

Room Key (This fee is refundable.) \$10.00

Dorm Fee (for student activities in the dorm) \$3.00

Science Laboratory Fee (per course, per semester) \$25.00*

Parking Fee (year) for Undergraduates \$20.00

Parking Fee (year) for Graduate Students \$10.00

Transcript Fee (single copy) \$3.00

5-day meal ticket (per semester) (for day student information) \$707.00

7-day meal ticket (per semester) (for day student information) \$757.00

(*Additional charges may be assessed if cost of supplies and breakage exceeds the minimum fee.)

Music Fees

Regular Students

One 30-minute lesson per week, 1 hour of credit \$50.00

Two 30-minute lessons per week, 2 hours of credit \$100.00

One 30-minute lesson per week, no credit \$75.00

Special Students

One 30-minute lesson per week, 1 hour of credit \$75.00**

Two 30-minute lessons per week, 2 hours of credit \$150.00**

One 30-minute lesson per week, no credit \$150.00

(**Plus regular hourly fee)

Rental of Musical Instruments \$10.00

Art Fees

Ceramics \$30.00

Art: The Child, The School \$30.00

Students enrolled for courses in Art other than Art 114, 200, 218, 219, and 221 pay a fee of \$30.00 per course to defray expenses of depreciation of equipment and instructional supplies necessary for class and laboratory instruction. Additional charges may be assessed if cost of supplies and breakage exceeds the minimum fee.

Advance Enrollment Deposit

All freshmen, transfer, and returning students are required to pay a \$100.00 advance enrollment deposit. This deposit is due two weeks from the date of acceptance for new and transfer students. This fee is

refundable prior to May 1 if the student requests it in writing to the Admissions Office. Returning students' deposits are due each April 1 and are refundable on or before July 1. This fee is deducted from the semester's total expenses.

Processing Fee

A processing fee of \$15.00 is required with all original applications. This fee is applied against the cost of evaluating applications and is not refundable.

Terms of Payment

Unless other arrangements are made with the Director of Financial Management, tuition and matriculation fees must be paid on or before entrance. Since the University cannot defer payment of tuition and matriculation fees, students wishing to finance these necessary charges should do so each semester in advance of registration. The Office of Student Financial Aid offers assistance through various plans. Terms of payment must be approved by the Business Office.

Refund/Repayment Policy

In the event of withdrawal, tuition and matriculation fees are refundable as follows: 60% the first week, 40% the second week, and none thereafter. Exceptions to this are made on an individual basis for medical reasons only. In the event of withdrawal, the student pays the cost of the period of attendance for both room and board, plus an additional charge of ten percent (10%). No cost for room or board for the fall semester is refundable after November 1. No cost for room or board for the spring semester is refundable after April 1.

No refund on any of these payments will be made to students whose conduct results in suspension or expulsion.

Students with financial obligations to the University will be permitted to take semester examinations, but no statement of work completed will be released by the Registrar until the student has made satisfactory settlement of all charges with the Business Office.

The University reserves the right to change fees and charges with adequate notice. Please note that prices quoted herein are for the 1990-91 school year.

Summer School Expenses-1991

	5 Weeks		10 Weeks	
	3 Hours	6 Hours	6 Hours	12 Hours
Tuition and General Fees*				
(\$100.00 per semester hour)	300.00	600.00	600.00	1,200.00
Student Activities Fee	2.00	2.00	4.00	4.00
Insurance (includes illness)	16.50	16.50	33.00	33.00
**Room and Board	<u>388.00</u>	<u>388.00</u>	<u>776.00</u>	<u>776.00</u>
	706.50	1006.50	1413.00	2013.00

*The above based on 3-hour courses at \$100.00 per semester hour.

**Board quoted on a 5-day meal plan. For 7 days, add \$35.00 each 5 weeks.

In addition to the above, students from outside the State of North Carolina will be charged an additional \$8.34 for each five-week term. All charges for summer school must be paid for each five-week term in advance or on the date of registration.

No refunds for withdrawals will be permitted after the second class meeting. Exceptions to this are made on an individual basis for medical reasons only.

Linen Service

Linen rental service, which includes two (2) sheets, one (1) pillowcase, four (4) towels, and three (3) washcloths per week on an exchange basis is optional and available to all students on the basis of \$55.00 per semester. A \$10.00 refundable advance deposit is required and is returned at the end of each semester after all linens rented have been returned to the Laundry. Students will be charged for lost linens and linens not returned to the Laundry on the basis of the net cost to the University.

Laundry and Dry-Cleaning Service

This service is optional and is offered on a cash basis, or students may establish credit for the semester by paying a \$50.00 deposit in advance. If charges for laundry and dry cleaning exceed the \$50.00 deposit, accounts will be billed monthly for the excess of the charges.

Air Conditioners

Where a personal air conditioner is used, a charge of \$40.00 per semester is made to cover the cost of electricity. The University's Physical Plant must be contacted for installation.

Refrigerator Rental Service

Through the University Laundry, boarding students may rent, by semesters, chest-type refrigerators at a rental fee of \$30.00, plus a charge of \$25.00 for electricity and a refundable deposit of \$10.00 against possible damage. Renters are liable for the total cost of any damage done to the refrigerators during the rental period.

University Bookstore

The University Bookstore is operated for the convenience of students. Since it is operated on a cash basis, students should budget approximately \$250.00 per semester to purchase necessary books and supplies.

Banking Service

First Citizens Bank and Trust Company and Mid-South Bank and Trust Company are within walking distance of the campus for students who desire banking services.

Infirmary

The Pearson Memorial Infirmary provides medical services to all actively enrolled students of Campbell University. Services provided are of the kind commonly provided by a general practitioner. The Infirmary holds clinic with the physician's assistant during the hours of 9:00 a.m. - 12:00 noon and 2:00 p.m. - 4:30 p.m., Monday - Friday. A nurse is on duty during the hours of 7:00 a.m. - 11:00 p.m. A nurse is on call during nonoperating Infirmary hours. The on-call nurse is contacted by the Public Safety Office during these hours. The physician's assistant is on call for emergencies after clinic hours.

It should be noted that there is not a fee for evaluation by the physician assistant, supervising physician, or nursing personnel; however, the student will be charged for any laboratory procedures, over-the-counter medicines, and drugs on prescription.

Campbell University is affiliated with the Lee-Harnett Mental Health Center, which is located in Buies Creek. This affords students access to a superb staff when this type of professional help is needed. (Students should report to the Infirmary for referral.) Campbell University is also affiliated with the two area hospitals and five other local physicians whose specialties include, but are not limited to, internal medicine, cardiology, and surgery.

To provide the best possible medical attention for the entire student body, it is recommended that each student keep the following policies in mind:

1. Except for “emergency” cases, students needing medical attention should report to the Infirmary during clinic hours (9:00 a.m. - 12:00 noon and 2:00 p.m. - 4:30 p.m.).
2. Students should follow the advice or recommendations of the Infirmary personnel. Any student who does not heed the instructions or recommendations of the Infirmary medical personnel does so at his/her own risk, and the University disclaims responsibility for complications that might develop as a result of the student’s refusal to heed such advice.
3. The Infirmary personnel do not make calls in the residence halls. Should emergencies arise, the nurse on duty at the Infirmary should be notified for further instructions.
4. All accidents should be reported to the Infirmary as soon as possible, and no later than thirty (30) days, in order to ensure that the necessary information is obtained for filing with the student’s accident insurance.
5. Students should report to the Infirmary before seeking outside medical services that are not covered by student insurance. This could prevent huge medical expenses that are the responsibility of the student or their parents.
6. Each student under the age of 18 shall be required to have authorization for treatment, signed by the parent or legal guardian. This authorization is included on the medical history form required to be completed and returned before the student enters Campbell University.
7. Prescriptions from the student’s family physician may be filled or refilled at the Infirmary Pharmacy. The student should report to the prescribing physician for follow-up treatment if indicated.
8. All medication, supplies, and x-rays not relating to an accidental injury are charged to the patient’s account and are the direct responsibility of the patient or patient’s guardian. All charges will be added to the student’s account at the end of each month.

FINANCIAL ASSISTANCE

Campbell University was founded on three premises:

A student shall not be denied an education because of lack of funds.

A student shall not be denied an education because of plain dress.

A student shall not be denied an education because of lack of preparation.

These time-honored words are as true today as the day Dr. Campbell wrote them. The spirit of these words is as alive as it was in 1887.

The primary purpose of the financial assistance program at Campbell is to provide assistance for those students who could not otherwise acquire a college education. Campbell provides an extensive financial assistance program for students who have need in the form of scholarships, grants-in-aid, loans, and part-time employment. In 1989-90, Campbell awarded some type of financial assistance to approximately ninety percent of its students. Further information about financial assistance, including application forms, may be obtained by writing the Financial Aid Office, Campbell University, Box 36, Buies Creek, North Carolina 27506, or by calling the toll-free number 1-800-334-4111.

To determine financial need, Campbell uses the nationally accepted needs analysis form with either American College Testing (Family Financial Statement) (preferred) or College Scholarship Service (Financial Aid Form) to estimate a family's fair contribution. These family contributions are computed on income and asset information from the student and parents, as well as family size and number of family members in college. This confidential information is used in determining the amount of assistance to be offered.

To be considered for financial assistance, the student must:

1. File a needs analysis form and request that results be sent to Campbell.
2. Check on the needs analysis form to be considered for the Pell Grant. When the Student Aid Reports are received, send all copies to Campbell University.
3. Complete a Campbell University Data Sheet or the equivalent thereof.

4. Apply for the State Student Incentive Grant (deadline March 15th each year).
5. Be accepted for admission to Campbell University and/or be making satisfactory academic progress.
6. Transfer students must submit Financial Aid Transcripts from each college previously attended.

A new needs analysis form must accompany the request for consideration for aid for each academic year. This should be done as soon after January 1 each year as possible.

A full-time student (minimum 12 hours) will be academically eligible to receive financial assistance under the Federal Title IV programs (Pell Grant, Supplemental Educational Opportunity Grant, Carl D. Perkins Loan, College Work-Study Program, State Student Incentive Grant, Stafford Student Loan, and PLUS Loan) and the North Carolina State Contractual Grant Program for a maximum of six years if he meets the conditions given below. A student who enrolls for less than full-time will have the period of time he/she can receive assistance prorated.

FINANCIAL AID POLICY ON SATISFACTORY ACADEMIC PROGRESS

The Higher Education Act of 1965, as amended by Congress in 1980, mandated institutions of higher education to establish minimum standards of "Satisfactory Academic Progress" for students receiving financial aid. Additional legislation recently called for further refinement of this policy effective January 1, 1984. Campbell University makes these standards applicable to all programs funded by the federal government, including Pell Grants, Supplemental Education Opportunity Grants, Carl D. Perkins Loans, Stafford Student Loans, and the College Work-Study Program. These standards are also applicable to the North Carolina State Contractual Scholarship Fund, North Carolina State Student Incentive Grants, and certain University-controlled scholarships based in part upon academic ability.

Definition of Satisfactory Academic Progress

To receive financial aid under the Federal Title IV Program, a student must be making "Satisfactory Academic Progress" toward graduation. "Satisfactory Academic Progress" for a full-time student (students taking a minimum of 12 semester hours each semester of enrollment) is defined at Campbell University as follows:

At end of	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	Yr. 6
At end of	2 sem.	4 sem.	6 sem.	8 sem.	10 sem.	12 sem.
Min.						
Hours						
Completed	18 hr.	18 hr.	22 hr.	22 hr.	24 hr.	24 hr.
Cum.						
Hours						
Completed	18 hr.	36 hr.	58 hr.	80 hr.	104 hr.	128 hr.
Minimum						
Cum. GPA	1.39	1.4	1.6	1.8	1.9	2.0

- A. Part-time students will be evaluated on a prorated basis of hours attempted during each period of enrollment under the same minimum standards as full-time students. However, financial aid cannot be awarded to students who are taking less than six semester hours during a normal semester.
- B. Students will be allowed to receive financial aid for a maximum of 12 semesters or six years. This is the maximum allowable time for receipt of financial aid regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.
- C. Students will be allowed to receive financial aid for a maximum of 180 attempted hours. Example: If a student has attempted 174 semester hours, has a 2.0 GPA and has completed 10 semesters, then the student will be allowed to receive financial aid for six semester hours or $\frac{1}{2}$ time enrollment. The student may pursue as many hours as he/she desires, but they would be considered $\frac{1}{2}$ enrollment in regards to financial aid. No financial aid will be awarded to students who have exceeded 180 attempted hours. (180 hours allows students the necessary additional time which may be required to obtain an additional major and to accommodate transfer students.)
- D. Students will be permitted to receive financial aid for one year on a probationary basis if so recommended by the Scholarship Committee and if circumstances warrant such action. At the end of a probationary year, students who have not attained the required minimum GPA or do not have the minimum number of hours completed will be placed on financial aid suspension.
- E. Transfer students will be evaluated at the time of enrollment and if their GPA or hours completed do not meet the minimum standards, they will be placed on probation for a period not

exceeding one year or two semesters. If they do not meet the minimum standards at the end of the one-year period, they will be placed on financial aid suspension.

- F. Any student who is determined ineligible for financial aid may request a special review at the end of the semester or at the end of either summer session to have his/her aid reinstated for the remainder of the school year. Students must meet the minimum standards set forth above in order to request a special review to have their aid reinstated. Students are personally responsible for requesting a midterm or end-of-summer session review by appealing directly to the Director of Financial Aid; otherwise, only one determination of satisfactory progress will be conducted each academic year.
- G. Students returning to Campbell University following academic suspension or financial aid suspension must meet the minimum "Satisfactory Academic Progress" standards set forth above before financial aid will be reinstated.
- H. Cumulative G.P.A. will be rounded when determining eligibility for financial aid.

Appeal

- A. Students who have been denied financial aid may appeal to the Director of Financial Aid. After consultation with the Director, the student may request a review panel, to consist of the Dean of Admissions/Financial Aid/Veterans' Affairs, Director of Financial Aid, Assistant Director of Financial Aid, and a student chosen by mutual consent of the Director and the student requesting the appeal.
- B. Financial aid may be reinstated by the Director of Financial Aid or by the review panel upon demonstration of mitigating circumstances, which must be documented in writing to the satisfaction of the Director or the panel. Examples of mitigating circumstances and appropriate documentation include, but are not necessarily limited to:
 - 1. Illness of the student - statement from a physician stating that illness interfered with opportunity for satisfactory progress.
 - 2. Illness of immediate family member - statement from a physician.
 - 3. Death of an immediate/close family member - statement from minister, next nearest relative, a concerned adult or possibly the student.

4. Disruptive internal family problems, i.e., separation, divorce, loss of job - statement from parents and/or minister.

Special Problems

- A. Repeated courses count as hours attempted each time taken. When successfully completed, they will count as their appropriate credit earned.
- B. Course withdrawal: WF counts as hours attempted, but zero (0) QP's; WP's are not counted as hours attempted.
- C. Incompletes count as hours attempted but not completed.
- D. Summer sessions will not be counted as a semester in residence. Summer sessions are an excellent time to make up any deficiency in hours completed or possibly raise a low G.P.A.

Satisfactory Academic Progress for Graduate Students (M.S., M.B.A., M.Ed., Ed.D.)

To receive financial aid (loan programs) under the Federal Title IV Program, a student must be making "Satisfactory Academic Progress" toward graduation. "Satisfactory Academic Progress," as defined at Campbell University, is as follows:

Maintain a cumulative grade point average of 3.0 (B).

Failure to maintain the above may result in a probationary period for a period not exceeding one year, and suspension at the end of the one-year period if the student has not achieved the above standard.

Satisfactory Academic Progress for Law School Students

To receive financial aid, (loan programs) under the Title IV Program, a student must be making "Satisfactory Academic Progress" toward graduation. "Satisfactory Academic Progress" as defined at Campbell University is as follows:

Maintain a numerical cumulative grade point average of 65.

Failure to maintain the above may result in a probationary period not exceeding one year, and suspension at the end of the one-year period if the student has not attained the above standard.

SCHOLARSHIPS

Each year, Campbell University provides assistance to many of its students through various scholarships that are financed through

institutional funds as well as privately funded scholarships. Since scholarship assistance will often meet only a part of the financial need, it is recommended that scholarship applicants apply also for the other financial assistance programs administered by the University.

A student must be enrolled in twelve semester hours or more to receive a scholarship.

Academic Scholarships

Campbell University has the following academic institutional scholarships available under the following criteria:

Presidential: 1000+ SAT, B+ average, top 10% in class standing, recommendation by department chairman, letters of recommendation by associates. (Range \$1,500 - \$4,000 per year.)

Presidential Transfer: An associate degree or equivalent, superior academic performance on the college level, leadership potential, and 3.5 GPA (\$1,500 - \$2,500 per year.)

Scott-Ellis: Sufficient academic standing to suggest college success, superior leadership potential as displayed by previous activities. This student must possess the qualities necessary to be an outstanding Campbell student. (\$500 - \$1,500)

Scott-Ellis Transfer: An Associate of Arts degree or equivalent, superior academic performance on the college level, leadership potential and 3.0 GPA. (\$500 - \$1,500)

Institutional Scholarships

The following scholarships are provided by the University:

1. High school valedictorians who begin their postsecondary education at Campbell - \$300 per year.
2. High school salutatorians who begin their postsecondary education at Campbell - \$200 per year.
3. Full-Time North Carolina Baptist pastors serving churches that participate in and cooperate with the Cooperative Program of the North Carolina Baptist State Convention receive the Pastor's Tuition Scholarship. (Tuition is defined as approximately one-half (1/2) of the total tuition and general fees charged at registration.) The student must apply for all available financial aid, not including loans, which will be applied to the cost of tuition and matriculation fees before university benefits apply.
4. Wives of North Carolina Baptist pastors receive the Minister's Wife's Scholarship (amount is the same as number 3.)
5. Full-time other denominational or out-of-state pastor - \$300 per year.
6. Wives of other denominational or out-of-state pastors - \$100 per year.
7. Children of full-time North Carolina Baptist pastors serving churches that participate in and cooperate with the Cooperative Program of the North Carolina Baptist State Convention are guaranteed a minimum of \$2,000 in total financial assistance per year excluding loans. The student must apply for all available financial aid, not including loans, which will be applied to the cost of tuition and matriculation fees before university benefits apply.
8. Children of other denominational churches or out-of-state - \$100 per year.
9. Children from children's homes - \$200 per year.
10. Children of ordained North Carolina Baptist State Convention employees and children of missionaries - (amount is the same as item number 7).
11. Children of Baptist-employed Associational Missionaries affiliated with the North Carolina Baptist State Convention - (amount is the same as item number 7).

12. Royal Ambassador (Service Aide) and Acteen (Studiact) Scholarship - \$200 - \$400 per year.

Before March 1, applicants should write to the Brotherhood Department or State Acteens Director, Baptist State Convention, Post Office Box 1107, Cary, NC 27511-1107.

13. Students selected by pastors of churches cooperating with the Baptist State Convention of North Carolina - \$100 per semester. (For eight semesters of undergraduate studies as long as cumulative GPA remains 2.0 or better.)
14. Students taking a minimum of three hours in religion-related courses each semester and meet the criteria as established by the Religion or Music Department heads - \$250 per semester as qualifies.
15. Other institutional scholarships are available in the areas of athletics, music, math, foreign language, trust, etc. For further information, contact each individual department head.

FEDERAL GRANTS AND LOANS

Pell Grants

As of this writing, students who have a sufficient financial need may be eligible for this grant up to a maximum of \$2,300 annually. The student should mark his needs analysis form to be considered for a Pell Grant. The Pell Grant processor sends the student a Student Aid Report (SAR). All three and/or copies of the SAR must be sent to the Campbell University Financial Aid Office.

Supplemental Educational Opportunity Grants

A limited number of supplemental educational opportunity grants are available to students attending Campbell University. Funds for the grants are provided by the federal government. Grants under this program can be awarded to students who: (1) are nationals of the United States; (2) have been accepted for enrollment as full-time students or who are in good standing and are in full-time attendance; (3) show evidence of making satisfactory academic progress in terms of financial aid; (4) demonstrate a financial need. Grants under this program vary from \$100 to a maximum of \$4,000 per year depending upon funds available and the need of students concerned.

College Work-Study Program

The College Work-Study (CWS) Program enables those students who are eligible to have an opportunity to work and earn part of the money necessary to meet their educational expenses. It is an “hours worked, hours paid” type of program. The student approved for CWS is compensated on a monthly basis for the hours that he/she worked during the month. The CWS award is not deducted from a student’s educational charges at the beginning of the semester. Students work in almost all areas of the campus - library, food services, physical plant, dormitories, academic department, administrative offices, athletics, etc. Students workers are encouraged to arrange work schedules to allow adequate time for their studies. A student’s CWS award depends on “need” along with the amount of funds available for CWS and other aid programs at Campbell.

Carl D. Perkins Loan

The Carl D. Perkins Loan (Perkins) is a program of borrowing based upon need, which enables a student to borrow up to \$4,500 during the first two years of undergraduate studies and another \$4,500 during the next two, with a maximum of \$9,000 as an undergraduate. The amount received annually depends on individual need and funds available. These loans are noninterest-bearing while a student is enrolled full-time.

Stafford Student Loan

A Stafford Student Loan (Stafford) is a low-interest loan, based upon need, which enables a student to borrow to help meet educational costs. Under the Stafford program, an undergraduate student may borrow up to \$2,625 per calendar year as a freshman or sophomore and \$4,000 per calendar year as a junior or senior. The total loan limit of undergraduate studies is \$17,250. Repayment and interest begins six months after the student graduates, leaves school, or drops below half-time enrollment. The interest rate is 8% throughout the in-school period and four years of repayment and increases to 10% beginning with the fifth year of repayment. Graduate or professional students may borrow up to \$7,500 per year with a loan limit of \$54,750 total for both undergraduate and graduate or professional levels. Each state has its own lending agencies, and the Campbell Financial Aid Office can provide students with the information. North Carolina residents may obtain an application from the Financial Aid Office or by writing to College Foundation, Incorporated, Post Office Box 12100, Raleigh, North Carolina 27605-2100.

Veterans' Administration Requirements

In addition to all other institutional policies and regulations, students who receive education benefits from the Veterans' Administration must comply with the policies of the Veterans' Administration and the State Approving Agency for the training and education of students receiving VA education benefits. These policies include the following requirements:

1. The student must be fully matriculated prior to certification to the Veterans' Administration as eligible to receive benefits.
2. A student will receive full-time benefits for 12 semester hours or more of work attempted, three-fourths time benefits for 9-11.5 semester hours of work, one-half time benefits for 6-8 semester hours of work, and reimbursement for tuition and fees for 1-5 semester hours of work. This schedule is applicable only to the standard semester generally used by the University. Summer school, adult evening programs, and other undergraduate campus sites with different academic calendars will be computed on an individual basis.
3. Only courses required to complete the appropriate curriculum or remaining elective courses in the individual's curriculum may be counted in qualifying for VA education benefits.
4. A student may repeat a course and receive VA education benefits if an "F" grade was received, but not for a course for which a grade of "D" or better was received.
5. Campbell University awards credit for Continuing Education units.

It is the individual student's responsibility to advise the Veterans' Affairs Office of the University at the beginning of each semester or term of the courses for which the student has registered. In addition, it is the student's responsibility to advise the Veterans' Affairs Office of any change in the student's status, such as dropping or adding courses or withdrawal from the school after a semester or term has started.

If a student does not make "Satisfactory Progress" as defined in the University's Financial Aid or Admissions requirements in this bulletin, VA education benefits will be terminated concurrently with the cancellation of Federal Title IV financial assistance.

Army ROTC Scholarship and Funds

The Army ROTC Scholarship program is designed to offer financial assistance to outstanding young men motivated toward an Army career. Each scholarship provides free tuition, textbooks, and laboratory fees in addition to a subsistence allowance of \$100.00 per month for ten months of each scholarship year. Four-, three-, two- and one-year scholarships are awarded on a competitive basis. Four-year scholarship applications are accepted from September 1 through December 31 for the academic year beginning the next fall. Four-year scholarship applications may be obtained by writing Army ROTC, Fort Monroe, Virginia 23351. Information concerning three-, two- and one-year scholarships may be obtained by writing to or visiting the Professor of Military Science, Campbell University, Box 307, Buies Creek, North Carolina 27506. All advanced ROTC students (junior and senior) without scholarship receive \$100.00 per month allowance during ten months of each year. Campbell University will provide an additional scholarship to all Army ROTC Scholarship winners. This scholarship will cover the cost of room and board for every year the Army ROTC Scholarship is in effect.

STATE GRANTS AND LOANS

North Carolina Legislative Tuition Grant

All full-time students enrolled in twelve (12) or more hours that are legal North Carolina residents and have not previously received a baccalaureate degree are eligible to receive a minimum grant of \$575.00 each semester from the North Carolina Legislative Tuition Grant upon completion of the application and being notified by the Financial Assistance Office. These grants are made possible by appropriations from the North Carolina State Legislature.

North Carolina State Contractual Grants

These grants are available for residents of the state of North Carolina who have financial need. Recipients are determined by the Financial Assistance Office. These grants are made possible by appropriations from the North Carolina State Legislature.

North Carolina Student Incentive Grant

The legislature of North Carolina has appropriated funds to establish grants to North Carolina residents who have financial need. The North Carolina funds match federal funds. To be con-

sidered for NCSIG, a student must mark the need analysis form for the information to be released to the NCSIG program and enclose the appropriate fee. The deadline for applying is March 15. Funding for this grant is based upon federal and state appropriations.

North Carolina Stafford Student Loan

See above reference under the Federal Grants and Loans.

North Carolina Prospective Teachers Scholarship Loan

This loan fund was established by an act of the legislature of North Carolina in 1957 for capable students who are preparing to teach in the public schools of North Carolina. Awards for the program will be made in the amount of \$2,000 per academic year and are limited to undergraduate study. The two hundred awards are based on academic merit and are distributed among all congressional districts. If students maintain a "C" average on their studies, they can participate in the program for the entire four years of undergraduate study. One annual loan is automatically cancelled for each year the student teaches in an accredited public school in North Carolina. If the student does not teach in North Carolina, the loan must be repaid at six percent annual interest. Application forms may be requested from the Financial Aid Office, high school guidance offices, or the:

Teacher Recruitment Office
Division of Teacher Recruitment
Department of Public Instruction
116 West Edenton Street
Raleigh, North Carolina 27603-1712

To be eligible for consideration for the Prospective Teachers Scholarship Loan, applications must be filed with the State Department of Public Instruction no later than March 1.

Vocational Rehabilitation

Students who are residents of North Carolina and have physical or emotional disabilities should contact the State Rehabilitation Commission for assistance.

PAYMENT PLANS AS A FORM OF ASSISTANCE

Campbell University understands that cash flow or other problems make new and enlightened forms of payment a necessity. With this thought in mind, Campbell has developed the following techniques

to assist families in paying for their son's or daughter's education while at Campbell.

Regular Payment Plan

Payment is due prior to the beginning of each semester; annual costs are paid in two equal installments. Approximately sixty days prior to due date, families will be sent a statement of charges from which they can compute their cost.

Multiple Payment Plan

This plan allows a family to make up to nine monthly installments to pay for the yearly cost of room and board. This plan is applicable to all undergraduates and can be used with either the traditional payment or with the financial assistance package. Interest will be charged at the rate of 1% per month on past-due accounts.

Academic Management Services, Incorporated

Academic Management Services, Incorporated, offers a low-cost, flexible system for paying educational expenses out of current income through regularly scheduled payments over a period of ten months. Academic Management Services, Inc., 1110 Central Avenue, Post Office Box 1000, Pawtucket, Rhode Island 02862-1000 (phone 1-800-556-6684) will provide full details.

The Tuition Plan, Incorporated

The Tuition Plan, Incorporated, offers parents the opportunity to arrange tuition payments which extend payments beyond forty-eight months and ninety-six months. The Tuition Plan, Incorporated, Concord, New Hampshire 03301 (phone 1-800-258-3640) will provide full details.

Insured Tuition Plan

The Knight Insurance Agency, 53 Beacon Street, Boston, Massachusetts 02108, provides numerous payment plans for parents to fund their children's education. The Knight Agency will contact all accepted freshmen with details and particulars regarding the plan.

ENDOWED SCHOLARSHIPS

Campbell is most grateful for the financial assistance made available to its students each year through its endowed scholarship

programs established by its many supporters. Academic major, financial status of family, academic achievement, character, and geographical area of applicant are often factors that must be considered in the selection of scholarship recipients.

The number and amount of these scholarships each year is dependent upon the number of returning recipients and earnings available from the invested principals. Details concerning procedures for application for an endowed scholarship may be obtained from the Financial Aid Office.

4. Academic Majors And Courses



Photo by Sandra Dennis

4. Academic Majors And Courses

COLLEGE OF ARTS AND SCIENCES

Dean: Dr. Walter S. Barge, Sr.

DEPARTMENT CHAIRMEN:

Biology: Dr. Steven H. Everhart

Chemistry/Physics: Dr. James M. Jung

English: Dr. Frank A. Vaughan

Fine Arts/Communications: Mr. Daniel A. Linney (Acting)

Foreign Languages: Dr. David M. Steegar

Government/History: Dr. James L. Abrahamson

Mathematics/Computer Science: Dr. D. Lamar Norwood

Physical Education and Sport Management:

Dr. William H. Freeman

Religion and Philosophy: Dr. Michael G. Cogdill

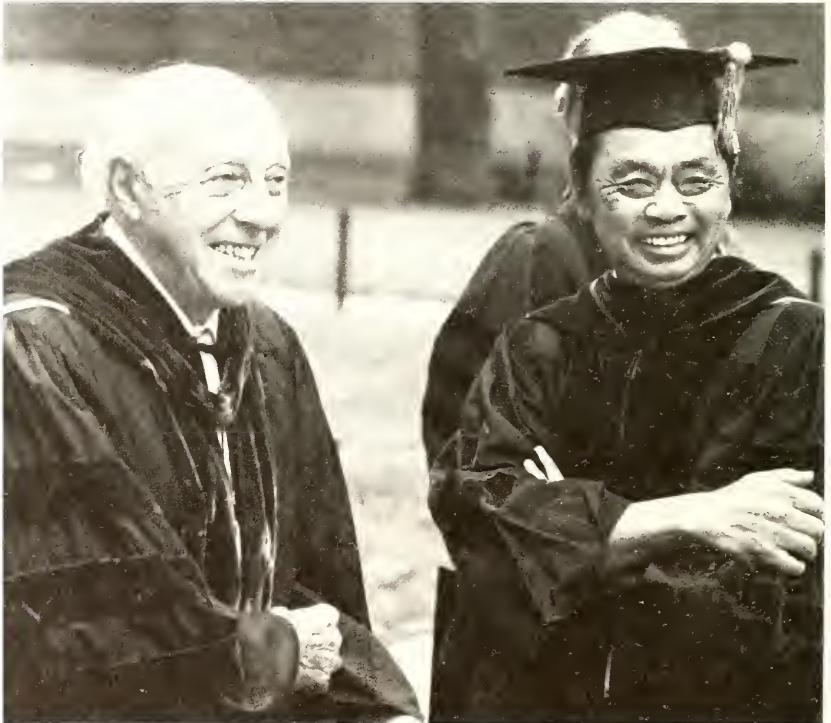


Photo by Todd R. Scarborough

ART

Assistant Professors: Mr. Breck Smith, MFA
Mr. Larkin Tysor, MFA
Part-time Instructors: TBA

The Art Curriculum

The Department of Art offers a Bachelor of Arts degree with a major in art. A minor in art is also offered. A major in art education is planned.

Requirements for a Major in Art

In addition to the General College Curriculum requirements, students pursuing a major in art must complete 46 semester hours in art, including the following:

The Core Curriculum	Semester	Hours	Credit
101 Design I		3	
102 Design II		3	
131 Introduction to Art		3	
201 Drawing I		3	
202 Painting I		3	
204 Printmaking I or 304 Printmaking II		3	
213 Sculpture I		3	
231 Art History I		3	
232 Art History II		3	
461 Senior Exhibit		1	
		28	

In addition to the Core Curriculum, the student must complete at least eighteen semester hours in art electives from among the following:

205 Layout/Illustration	3
206 Commercial Design	3
210 Crafts I	3
211 Pottery I	3
301 Drawing II	3
302 Painting II	3
310 Crafts II	3
311 Pottery II	3
313 Sculpture II	3
401 Advanced Drawing	3
402 Advanced Painting	3
404 Advanced Printmaking	3
410 Advanced Crafts	3
411 Advanced Pottery	3
413 Advanced Sculpture	3
441 Independent Studio	3
442 Independent Studio	1 or 2

Requirements for a Minor in Art

101 Design I	3
102 Design II	3
131 Introduction to Art	3
201 Drawing I	3
202 Painting I	3
211 Pottery I or 213 Sculpture I	<u>3</u>
	18

Requirements for the Planned Major in Art Education

In addition to the General College Curriculum, the student pursuing a major in art education will be required to complete the following courses in art:

101 Design I	3
102 Design II	3
131 Introduction to Art	3
201 Drawing I	3
301 Drawing II	3
202 Painting I	3
204 Printmaking I or 304 Printmaking II	3
205 Layout/Illustration or 206 Commercial Design	3
211 Pottery I	3
213 Sculpture I	3
231 Art History I	3
232 Art History II	3
331 Methods in Art Education I	3
332 Methods in Art Education II	3
441 Independent Studio	3
461 Senior Exhibit	1
plus 6 hours of concentration in painting, printmaking, pottery, or sculpture	<u>6</u>
	52

The major in art education will also be required to complete the following courses in the School of Education:

PSY 222 General Psychology	3
EDU 221 Introduction to the Study of Education	3
EDU 341 Human Growth and Development	3
EDU 431 Educational Psychology	3
EDU 441 The Teaching of Reading in the Middle and Secondary Schools	3
EDU 452 The Secondary School	3
EDU 453 General Methods in Teaching Secondary School	1.5
EDU 454 Audiovisual	1
EDU 457 or 458 Student Teaching Practicum	<u>6</u>
	26.5

101. Design I (3).

A basic study of the elements and principles of two-dimensional design, using a variety of media. This course gives the art major and non-art major alike an introduction to the concepts and techniques involved in two-dimensional design. Six studio hours per week; three credit hours. No prerequisite

102. Design II (3).

A basic study of the elements and principles of three-dimensional design, using a variety of media. This course gives the art major and non-art major alike an introduction to the concepts and techniques involved in three-dimensional design. Six studio hours per week; three credit hours. No prerequisite

131. Introduction to Art (3).

An introduction to the study of visual art, approaching art through learning experiences such as art criticism, the styles, the structures, and the interaction of meaning and mediums. This course is appropriate for non-art majors and art majors. Three lecture hours per week. No prerequisite

201. Drawing I (3).

An introduction to various media, techniques, and styles of drawing with emphasis on line, shape, value, and texture. Studies and final projects include still-life, landscape, perspective, figure, portrait, and animal. Six studio hours per week; three credit hours. No prerequisite

202. Painting I (3).

An introduction to various oil techniques: canvas and canvas construction and studio painting from still life, landscape, model, and design. Six studio hours per week; three credit hours. No prerequisite

204. Printmaking I (3).

An introduction to the printmaking processes of collography, woodblock, and intaglio. Preparation of blocks and plates and techniques for printing each. Various subject matter. Six studio hours per week; three credit hours. No prerequisite

205. Layout/Illustration (3).

An introduction to basic layout and illustration techniques and procedures covering beginning layout, lettering, typography, amberlift and rubylift film, ink techniques, and preparation of work ready for the printer. Six studio hours per week; three credit hours. Prerequisite: MUST be an art major or mass communication major. NO EXCEPTIONS.

206. Commercial Design (3).

Introduction to design for cards, calendars, advertisements, brochures, menus, book illustrations, and cover designs with an emphasis on media and reproduction requirements. Package design will be included. Six studio hours per week; three credit hours. Prerequisites: MUST be an art major or mass communication major. NO EXCEPTIONS ARE POSSIBLE.

210. Crafts I (3).

An introduction to crafts, including basic techniques of pottery handbuilding, basketry, small loom weaving, textile printing, tie-dye, enameling, and simple jewelry. Six studio hours per week; three credit hours. No prerequisite

211. Pottery I (3).

An introduction to basic handbuilding techniques, with projects stressing design, creativity, and craftsmanship; firing and glazing of pieces to completion. Six studio hours per week; three credit hours. No prerequisite

213. Sculpture I (3).

A course which deals with three-dimensional elements in art such as mass, form, texture, and space, utilizing various materials such as paper, clay, plaster, and found materials. Six studio hours per week; three credit hours. No prerequisite

231. Art History I: Ancient to Renaissance (3).

A chronological exploration of painting, sculptures, and architecture from prehistoric time through the sixteenth century, investigating styles, periods, and artists as they relate to time and place, culture and history. Three lecture hours per week; three credit hours. No prerequisite

232. Art History II: Baroque to Modern (3).

A chronological exploration of painting, sculpture, and architecture from the seventeenth century to the twentieth century, investigating styles, periods, and artists as they relate to time and place, culture and history. Three lecture hours per week; three credit hours. No prerequisite

301. Drawing II (3).

Continuation of Drawing I with emphasis on more advanced drawing problems and media. Six studio hours per week; three credit hours. Prerequisite: Art 201

302. Painting II (3).

Continuation of Painting I with emphasis on advanced painting problems. Focus on exploration of various composition styles and development of a personal painting technique in oil. Six studio hours per week; three credit hours. Prerequisite: Art 202

304. Printmaking II (3).

Introduction to the silkscreen and serigraph processes using paper and fabric, films, resists, and various inking techniques. Six studio hours per week; three credit hours. No prerequisite

310. Crafts II (3).

A continuation of Crafts I; the student will be encouraged to concentrate on fewer techniques in order to develop skill. Six studio hours per week; three credit hours. Prerequisite: Art 210

311. Pottery II (3).

An introduction to throwing on the wheel, with some further work on handbuilt forms. Continued work in glazing, firing of kilns, and studio management. Six studio hours per week; three credit hours. Prerequisite: Art 211

313. Sculpture II (3).

A continuation of Sculpture I, with emphasis on more complex concepts and problems in a variety of sculptural materials, including carving of wood and cast stone. Six studio hours per week; three credit hours. Prerequisite: Art 213

321. Art for the Elementary School (3).

Theory and techniques in elementary art education. Emphasis on developmental stages of children, processes, developing creative expression, materials, and curriculum planning. Six studio hours per week; three credit hours. Prerequisite: must be an Education major or have permission of the instructor

331. Methods in Art Education I (3).

A course planned for art education majors geared to the elementary level. Studies include history of art education, theories of creative development, processes and techniques, materials, appropriate curriculum planning, and teaching methods. Laboratory experiences included. Four hours per week; three credit hours. Prerequisite: must be an art education major

332. Methods in Art Education II (3).

A course planned for art education majors covering junior and senior high school. Studies include techniques and materials appropriate to grade levels, curriculum planning, and teaching methods. Laboratory experiences included. Four hours per week; three credit hours. Prerequisite: Art 331

401. Advanced Drawing (3).

Individual study in drawing with focus on pursuit of style and expression. Six hours per week; three credit hours. Prerequisite: Art 302 and/or Art 203

402. Advanced Painting (3).

Individual study in either oil or watercolor painting with focus on the pursuit of style and expression. Six studio hours per week; three credit hours. Prerequisites: Art 302 and/or Art 203

404. Advanced Printmaking (3).

In-depth exploration of one printing process. Six studio hours per week; three credit hours. Prerequisite: Art 204 or Art 304

410. Advanced Crafts (3).

A continuation of working on a limited amount of craft techniques, selected by both student and instructor. Six studio hours per week; three credit hours. Prerequisite: Art 310

411. Advanced Pottery (3).

A continuation of work on both hand-built forms and wheel-thrown forms, glazing, firing, and studio management. Six studio hours per week; three credit hours. Prerequisite: Art 311

413. Advanced Sculpture (3).

A continuation of working with various sculptural concepts and materials; introduction of more complex media and techniques, such as mold-construction,

plaster-casting, stone carving, etc. Six studio hours per week; three credit hours. Prerequisite: Art 313

441. Independent Studio (3).

Independent studio work geared to each individual. The student is responsible for writing a contract, researching, and producing work in a selected area of art. Equivalent of six studio hours per week; three credit hours. Prerequisite: consent of instructor, department chairman, and dean

442. Independent Studio (1 or 2).

Independent studio work designed for each individual student. The student is responsible for writing a contract, researching, and producing work in appropriate area of art. One to two credit hours offered as a flexible option for student's needs. Equivalent of two (one credit hour) or four (two credit hours) studio hours per week. Prerequisite: consent of instructor, department chairman, and dean

461. Senior Exhibit (1).

A final semester student is responsible for presentation, exhibition, and production of slides of a cohesive body of work in his/her area of concentration. Subject to final approval of instructor(s).

BIOLOGY

Professor: Dr. Beard

Associate Professor: Dr. Everhart (Chairman)

Assistant Professor: Dr. Vinal

Instructor: Ms. Williams, Mr. Blanchard

Biology as a Science Requirement in the General College Curriculum

All students who desire to use biology to meet the general college requirement must complete two four-semester hour laboratory courses. This may be accomplished by completing BIOL 111 and any other course at the 100- or 200-level. (See General College Curriculum Requirements for details.)

Requirements for the Bachelor of Science Degree with a Major in Biology

A major in biology may be obtained within a general, medical-technology, teacher certification, or preprofessional (preparation for graduate or professional schools) curriculum. The student majoring in biology must complete a minimum of 30 hours in biology numbered above 200, and these must include credit for BIOL 202, 203, 205, 327, 342, 437, and 451 or 452. Students are encouraged to complete more than the minimum number of hours in biology.

Ancillary requirements include MATH 112 (or 122) and 160; CHEM 111, 113, and 227; and PHYS 221-222 or 251-252. CHEM 228 is an additional requirement in the preprofessional curriculum.

Requirements for a Minor in Biology

Students wishing to minor in biology may do so by completing BIOL 111 and an additional sixteen-semester hours in biology numbered at the 200-level or above.

Requirements for Teacher Certification

In addition to the requirements for the major, students seeking secondary teacher certification in biology must also complete PSYC 222; EDUC 221, 341, 431, 441, 452, 453, 454, and 458; and SIED 453. Comprehensive science certification may be obtained by including GEOL 111 plus 112 or 221 in the curriculum.

Requirements for an Endorsement in Biology

Students who are being certified in an area other than biology may obtain an endorsement in biology by completing BIOL 111, 112 or 221, 327, 342, and one of the following: 215, 224, 226, or 241.

Within each curriculum, an average of "C" (2.0 GPA) must be attained in biology courses, except that for recommendation for teacher certification, a minimum grade of "C" for each specialty area course and an overall GPA of 2.5 are required.

111. Basic Biology (4).

An introduction to biological chemistry, cell biology, energy relationships, reproduction and development, genetics, evolution, and ecology. Three lecture and three laboratory hours each week. Offered every semester. Prerequisite to all biology courses except SIED 118.

112. Human Biology (4).

A study of man from the standpoint of body structure and function, cultural development, and biological relationships. Three lecture and three laboratory hours each week. Spring semester.

202. Botany (4).

A first-level study of plant biology, concentrating upon flowering plants, and proceeding to a survey of diversity and relationships among plants, fungi, and bacteria, with emphasis on their roles in the biological economy. Three lecture and three laboratory hours each week. Spring semester.

203. Zoology (4).

The biology of the major groups of animals, with emphasis on general structural plans and diversity, ecology, reproduction, and evolution. Three lecture and three laboratory hours each week. Fall semester.

205. Introduction to Biological Research (2).

Designed to give the beginning biology major an introduction to literature resources, topic selection, use of statistics, scientific logic, and the oral and written presentation of results. Two lecture hours each week. Spring semester.

215. Plants for Pleasure and Profit (4).

A general course in horticultural practices designed for the practical utilization of plants of all kinds for personal benefit and pleasure. Three lecture and three laboratory hours each week. Fall semester of even-numbered years.

221. Human Anatomy and Physiology (4).

A detailed study of the structure and function of the major organ systems in man. Continuity is maintained by emphasizing regulation and integration of these systems. Three lecture and three laboratory hours each week. Spring semester.

224. Vertebrate Natural History (4).

Identification, classification, and life histories of common vertebrate animals of North Carolina. Study of these animals in their natural habitats is emphasized. Three lecture and three laboratory hours each week. Spring semester of even-numbered years.

226. Ornithology (4).

Identification, classification, evolution, behavior, and life histories of birds. Study of birds in their natural habitats is emphasized. Three lecture and three laboratory hours each week. Spring semester of odd-numbered years.

241. Field Botany (4).

The collection, identification, and biology of vascular plants, with particular attention to their role in the natural economy. Three lecture and three laboratory hours each week. Fall semester of odd-numbered years.

320. Developmental Anatomy (4).

An integrated approach to the study of comparative vertebrate anatomy and embryology. Three lecture and three laboratory hours each week. Fall semester. Prerequisite: BIOL 203

327. Ecology (4).

A study of the interactions which determine the distribution and abundance of organisms. Three lecture and three laboratory hours each week. Fall semester. Prerequisites: BIOL 202, 203, and 205

334. Microbiology and Immunology (4).

An elementary treatment of microorganisms, primarily bacteria. Special emphasis is given to study techniques and the roles of these organisms in ecology, health and disease. Three lecture and three laboratory hours each week. Fall semester. Prerequisite: CHEM 113, Organic Chemistry recommended.

342. Genetics (4).

Principles of Mendelian heredity, linkage, mutation, population genetics, and gene action with an introduction to biotechnology. Three lecture and three laboratory hours each week. Spring semester. Prerequisites: CHEM 113 and eight hours of biology

430. Biochemistry (5).

Chemical and physical properties/functions of cells; structures and interactions of biomolecules; methods of study. Five lecture hours each week. Fall semester. Prerequisites: Chemistry 227 and 228 plus department chairman's approval

437. Animal Physiology (4)

The comparative study of physiological processes in different animals through an organ-system approach. Three lecture and three laboratory hours each week. Spring semester. Prerequisites: BIOL 203, CHEM 113

447-448. Biology Thesis (2-2).

The investigation of a problem for two semesters of the senior year, the results of which are reported in thesis form. Credit for 447 is deferred until completion of 448.

451-452. Seminar (1, 1).

Individual reports and group discussions of the results of student field, laboratory, and/or library research on selected topics in biology. May be repeated for a maximum of three semester hours. Fall, spring semesters. Prerequisite: BIOL 205, junior or senior standing.

460. Special Topics (1-4).

Investigation of an important aspect of modern biology under the supervision of an instructor; organized, formal lectures and discussions.

Courses numbered at the 500-level are open to both graduates and advanced undergraduates.

500. Special Problems in Biology Teaching (4).

An investigation of current problems in biology teaching with emphasis on curriculum development and three hours on methodology, facilities, supervision, and research. Three hours of lecture and three hours of laboratory each week.

508. Special Problems in Cell Biology (4).

Structure and function of biological systems at the cellular, subcellular, and molecular levels. Three hours of lecture and three hours of laboratory each week.

512. Avian Ecology (4).

A consideration of the principles of ecology as they apply to birds. Special emphasis is placed on population dynamics, community ecology, and reproductive behavior. One Saturday field trip to observe coastal breeding colonies is required. Three hours of lecture and three hours of laboratory each week.

513. Plant Identification (4).

Instruction in the classification, distribution, and identification of ferns, fern allies, gymnosperms, and flowering plants. Field trips. Three hours of lecture and three hours of laboratory each week.

514. Algae and Bryophytes (4).

A beginning course in the biology of algae, mosses, liverworts, and hornworts. Emphasis is placed on their collection, identification, classification, distribution, and ecology. Three hours lecture and three hours laboratory each week.

527. Physiological Ecology (4).

Investigation of the physiological and behavioral responses of organisms to environmental stimuli. Three hours of lecture and three hours of laboratory each week.

542. Coastal Ecology (4).

Plant and animal communities of the Coastal Plain of North Carolina and the environmental influences which affect them, with an emphasis on the coastal fringe environment. Three hours of lecture and three hours of laboratory each week.

SCIENCE EDUCATION

The following SIED courses are offered through the Department of Biology and in cooperation with the School of Education.

118. General Science II (4).

An introduction to the principles of biology and earth science. This course provides the content area knowledge necessary to ensure competency in these areas for prospective teachers of grades K through 9, open only to students seeking K-9 certification. Three lecture and three laboratory hours each week. Spring semester only.

453. Materials and Methods in Secondary Science (1.5).

Study of the specific methods, techniques, practices, and the selection and organization of instructional materials and teaching methods appropriate to high school science subjects. Open only to seniors and scheduled in the student teaching semester. Taught in conjunction with the course in general methods, both of which are required for certification. Three hours of lecture each week during the first of the semester prior to the beginning classroom experience.

600. Seminar in Science Education (3).

Examination and analysis of the literature and research in a particular topic in science education. Students are expected to make a presentation to the faculty and class on the topic under consideration. May be repeated for credit. Three hours lecture each week.

DEPARTMENT OF CHEMISTRY/PHYSICS

Professor: Dr. Jung

Associate Professors: Dr. Horner, Dr. Nelson

Instructor: Mr. Bryan

Requirements for a Major in Chemistry

A candidate for the Bachelor's degree with a major in chemistry must satisfactorily complete Chemistry 111, 113, 215, 227, 228, 327, 328 or 331, 334, 451, and 452 for a total of thirty-four semester hours. Additional courses numbered above 228 are highly recommended for those who are considering studies beyond the baccalaureate degree. Calculus and one year of physics are required of all chemistry

majors. Candidates who are considering graduate studies should complete the second course in physical chemistry, the third course in calculus and take the calculus-based physics. Courses numbered above 300 may be offered only in alternate years. Biology 430 (Biochemistry) will be accepted toward a major or minor in chemistry.

Requirements for a minor in Chemistry

A minor in chemistry may be obtained by satisfactorily completing Chemistry 111, 113, and three additional four-semester-hour laboratory courses numbered above 200.

Requirements for a Teacher's Certificate

Those who seek certification to teach science in secondary schools should consult with members of the Education Department for specific requirements for certification with a concentration in a particular area of science and for professional education courses required of prospective teachers.

Requirements for an Endorsement in Chemistry

These requirements may be met by satisfactorily completing the following courses: Chemistry 111, 113, 215, 207 or 227, and 331.

Requirement for a Degree in Medical Technology

A candidate for the degree in medical technology must satisfactorily complete the three-year program prescribed by the department, and an additional year at an affiliated hospital. Upon successful completion of the four-year program, the candidate is awarded the degree from Campbell University. Certification follows after satisfactory completion of an examination administered by the Registry of Medical Technologists. Prospective students should be aware of limited number of spaces available in the clinical portion of training for medical technology candidates. Above-average grades in the sciences have become a prerequisite for gaining admission to the schools of medical technology.

Requirements for the Bachelor of Health Science (B.H.S.) and Bachelor of Applied Science (B.A.S.)

The B.H.S. and B.A.S. degrees are offered to candidates who have completed the Associate of Arts (A.A.) degree from technical institutes and hospitals. Requirements for the two degrees are specific and depend upon the particular area in which the A.A. certificates were obtained. Normally, two years of study at Campbell are necessary. Details may be obtained from the departmental adviser(s).

111. General Chemistry (4).

A broad overview of various divisions of chemistry. The preparation, properties, and uses of the principal elements and their compounds are covered, with attention to the fundamental principles and theories of inorganic chemistry.

113. Qualitative Analysis (4).

The fundamental principles, problems, and methods of separation of the common cations. Prerequisite: Chemistry 111 (Spring)

207. Elementary Organic Chemisry (4).

An introductory course designed for nurses, some medical technology students, some candidates for teacher certification, and others who desire a one-semester survey of organic chemistry. Prerequisite: One year of college chemistry

215. Quantitative Analysis (4).

A course in principles and methods of volumetric and gravimetric analysis. Instrumental as well as classical methods are included. Prerequisite: Chemistry 113 (Fall)

227-228. Organic Chemistry (4,4).

A mechanistic approach to the chemistry of aliphatic and aromatic organic compounds. Topics include spectroscopy, stereochemistry, lipids, carbohydrates, and proteins. Prerequisite: Chemistry 113 (Fall, Spring) (NOTE: There is evidence that women in their first trimester of pregnancy should avoid inhalation of some organic vapors.)

327-328. Separation and Analysis in Organic Chemistry (4,4).

Presents both in theory and in practice the procedures, techniques, and instruments most often used by modern chemists in the separation, purification, and identification of organic compounds. Prerequisite: One year of organic chemistry (Fall, Spring)

331. Inorganic Chemistry (4).

A course dealing with descriptive and theoretic inorganic chemistry. Laboratory preparations are included. Prerequisite: Chemistry 215 (Spring)

334-435. Physical Chemistry (4,4).

The elements of chemical thermodynamics, kinetics, and structure. Specific topics include studies of the states of matter, thermochemistry, entropy, and free energy. The second semester will include electrochemical phenomena, the phase rule, homogeneous reactions, and introductions to chemical bonding and statistical mechanics. Prerequisites: Chemistry 215 and Math 122 (Spring, Fall)

429. Organic Preparations (2).

A laboratory course employing special techniques in the preparation of organic compounds. Prerequisite: one year of organic chemistry

431. Inorganic Preparations (2).

A laboratory course employing special techniques in the preparation of inorganic compounds. Prerequisite: Chemistry 331

445, 446. Chemical Research (2-4).

An upper-division student in good standing is urged to pursue an experimental research project with the guidance of any member of the chemistry faculty chosen by the student. It is recommended that such projects be initiated in the fall semester.

451, 452. Literature Seminar (1,1).

Senior Chemistry majors are required to participate for two semesters; others are encouraged to attend.

PHYSICS

221, 222. General Physics (4,4).

Classical mechanics, heat, sound, and electricity with an introduction to modern physics. Laboratory work is coordinated with lectures. Intended for science majors and others interested in the quantitative investigation of natural phenomena. Prerequisite: Mathematics 112 or permission of the instructor

251, 252. Fundamentals of Physics (4,4).

The basic concepts of classical physics are presented through a study of particle mechanics, interactions, fields, and wave mechanics. Modern theories are introduced. The approach requires liberal use of differential and integral calculus in conceptual development and problem-solving. Prerequisite: Math 122. Corequisite: Math 223, or permission of instructor.

SCIENCE EDUCATION

117. General Science I (4).

A course to expose the student to the fundamental principles and concepts in Physics and Chemistry. Coordinated laboratory assignments are included in both disciplines. Priority will be given to students seeking teacher certification. Fall semester only.

211. Applied Photography (3).

A course designed to meet the needs of students requiring a knowledge of the technical background and fundamental techniques of photography for application in their chosen field of study. Two lecture hours and two hours of laboratory per week. This course does not satisfy General College Curriculum requirements for science in the College of Arts and Sciences.

231. Descriptive Astronomy (4).

A brief course in principles, theories, and techniques of astronomy. The laboratory consists of a basic study of light, using the telescope, and field trips to the local planetarium and other astronomical installations. Prerequisite: Mathematics 112. This course does not satisfy General College Curriculum degree requirements for science in the College of Arts and Sciences.

DRAMATIC ART

Associate Professor: Mr. Linney

Assistant Professor: Mr. Zarr, MFA

Students wishing to major in Dramatic Art have the option of choosing from two areas of concentration: Theatre or Drama and Christian Ministry.

Candidates for graduation must have an overall "C" average in all college work attempted and a grade of "C" on each course required in the major.

Dramatic Art Core Curriculum: In addition to the General College Curriculum, the following courses are required of all Dramatic Art majors: D.A. 113, 115, 221, 224, 225, 226, 227, 241, 242, 271, 331, 332, 342, 442; English 410, 413.

Theatre Curriculum: In addition to the General College Curriculum and the Dramatic Art Core Curriculum, the following courses are required of all theatre majors: D.A. 321, 322, 323, 341; Mass Comm. 210, 211; Dramatic Art Electives nine hours; General Electives six to twelve hours.

Drama and Christian Ministry Curriculum: In addition to the General College Curriculum and the Dramatic Art Core Curriculum, the following courses are required of all Drama and Christian Ministry majors: Religion 202 or 212, 222, 224, 340 or 344, 361, 362; Music 429 or 437; Dramatic Art Electives six hours; General Electives six to twelve hours.

Dramatic Art Minor: The following courses are required for a minor in Dramatic Art: D.A. 113, 131, 221, 224, 225, 241, 242, 442, three hours of Dramatic Art electives, plus acting in at least one production. Permission to enter the program must be received. Prerequisites - The following courses must be taken in sequence: 241, 242, 342, 442.

113. Fundamentals of Vocal Performance (2).

A basic course in vocal production designed for the development of a more pleasing and efficient voice for actors, announcers, teachers, and those desiring vocal improvement. Special attention is given to individual vocal problems.

115. Public Speaking (3).

A study of the principles of oral communication in order to increase a student's skill in presenting ideas through speech, and developing vocal, physical, critical, and analytical skills through actual speech performance.

117. Corrective Speech (1).

Designed specifically for students with speech disorders. Problems are dealt with on an individual basis.

131. Introduction to Theatre (3).

A broad survey of theatre from its origins to modern times.

221. Stagecraft (3).

An applied study of the fundamentals of technical theatre, including scenic construction, painting, properties, and rigging. A working knowledge of tools and materials will be developed in a laboratory situation.

224, 225, 226, 227. Theatre Practicum (1,1,1,1).

Each drama major is required to participate in the theatrical productions of the department for four semesters. Assignments will be made for the practical applications of basic theatre skills.

241. Acting (3).

Teaching the actor to use the fundamental tools of the craft - his voice, body and imagination - through exercises, improvisations, and simple character development.

242. Directing (3).

An introductory course in directing. Particular attention is given to script analysis and the visual aspects of its implementation.

261. Play Writing (3).

An introductory course in the writing of plays. Particular attention is given to dramatic structure. Each student will write two (2) one-act plays.

271. Stage Makeup (3).

A basic study of the design principles and application of stage makeup.

321. Introduction to Scenic Design (3).

An introduction to the basic principles and techniques of design in theory and application; and practicum in analysis, layout, drawing, and color. Prerequisite: Stagecraft 221

322. Scene Painting (3).

This course is designed to introduce the student to the techniques and materials that form the foundation of traditional scene painting. Throughout this course, the student will develop style and interpretation of the theatrical production. The student will also develop an ability to perceive, evaluate, and create an expression that is distinctly individualistic, meaningful, and entertaining.

323. Introduction to Stage Lighting (3).

A study of theatrical lighting design and equipment with a practicum in the use of lighting instruments, control systems, color media, and production techniques.

331. Premodern Drama (3).

A study of dramatic literature and theatre history from the classical Greeks to Ibsen.

332. Modern Drama (3).

A study of dramatic literature and theatre history from Ibsen to the present.

341. Advanced Acting (3).

The study of character development and acting styles through the techniques of analysis, scene preparation, and performance. Prerequisite: Acting 241

342. Advanced Directing (3).

An advanced course in directing. Attention is given to analysis of themes, structure, and style. Prerequisite: Directing 242

351. Puppetry (3).

A basic study of the construction and operation of rod puppets, muppets, and marionettes and the production techniques of puppet performance.

442. Directing Project (2).

A one-act play, directed in the senior year, under the supervision of the directing faculty.

443. Creative Dramatics. (3).

The study of improvisation and play as a stimulant for learning and development of creative imagination in children and young adults.

ENGLISH

Associate Professors: Dr. Vaughan (Chairman), Ms. D. Stewart

Assistant Professors: Dr. Homsley, Dr. Hunt, Dr. Shelley

Instructors: Mrs. Pake, Mr. Snell

**Part-Time Instructors: Ms. M. Stewart, Mr. R. D. Watson,
Mr. McGirt**

English Requirements in the General College Curriculum

All students must complete English 101-102 (Freshman Composition) and 6 hours of 200-level courses in English or American literature. English 101 (or equivalent placement) is a prerequisite for English 102, and English 102 is a prerequisite for the 200-level literature courses. Students may take any two of the 200-level in any order, but it is recommended that they be taken in the appropriate chronological sequence.

Entering freshmen may be exempted from English 101 if their verbal SAT score is 500 or higher. Exemption, however, is not recommended. (Effective AY1991-92, the exemption score will be raised to SATV 625 plus a "B" average or better in high school English.)

Requirements for the Bachelor of Arts Degree with a Major in English

The English major is designed to give the student a broad historical perspective of English and American literatures. The student majoring in English must complete the following:

- A. English 101 (or equivalent)
English 102
(i.e., normally 6 hours)
- B. English 201
English 202
English 203
English 204
(i.e., 12 hours: 6 hours count toward the core requirements and 6 hours count in the English major)
- C. One of the following:
English 301 (Creative Writing)
English 302 (Advanced Writing)
English 303 (Advanced Grammar)
English 422 (History of the English Language)

- D. At least three period surveys of British literature:
 - English 401 (Medieval Literature)
 - English 402 (Renaissance Literature)
 - English 403 (Seventeenth-Century Literature)
 - English 404 (Eighteenth-Century Literature)
 - English 405 (Romantic Period)
 - English 406 (Victorian Period)
- E. Both of the following:
 - English 407 (Nineteenth-century American literature)
 - English 408 (Twentieth-century literature)
- F. English 410 (Shakespeare)
- G. Either one of the following:
 - English 409 (Chaucer)
 - English 411 (Milton)
- H. Two electives, preferably in English literature

The student majoring in English must complete a minimum of 36 hours in English beyond English 102 with a “C” or better in each course. Grades below “C” will not count towards the satisfaction of the 36 hours. It must be stressed that 36 hours is the minimum and that the student majoring in English is encouraged to use his/her electives to broaden his/her experience in literature.

Requirements for a Minor in English

The minor in English requires a minimum of 21 hours of English beyond the core requirements. Like the major, the stress is on the broad historical approach.

The following courses constitute the minimum requirements for a minor in English:

- A. English 201, 202, 203, 204 (6 hours count toward the minor)
- B. Three British literature period courses (9 hours)
- C. American Nineteenth-Century Literature or Twentieth-Century Literature (3 hours)
- D. Shakespeare (3 hours)

Requirements for Teacher Certification

The English major with teacher certification differs from the above in that English 302 (Advanced Writing) and English 303 (Advanced Grammar) must both be taken. The student also must take the Methods in Teaching course, although not as an English elective (i.e., it contains no English content). The teaching major must also maintain a 2.5 grade point average in the major courses and complete the certification requirements of the School of Education.

100 (3).

English 100 is a course designed to review the basics of grammar for those with lower verbal SAT scores or having other difficulties in writing. Passing English 100 does not exempt students from English 101.

101 (3).

A course designed to teach the student mechanical and rhetorical skills required for composition at the college level.

102 (3).

A course designed to enhance writing, research, and reading skills directed toward literary analysis. Prerequisite: English 101

Prerequisite: English 102 is a prerequisite for all 200-level and above English courses.

201 (3).

A survey of British literature from Beowulf through the eighteenth century.

202 (3).

A survey of British literature from the Romantic Period through the twentieth century.

203 (3).

A survey of American literature from the Colonial period to 1865.

204 (3).

A survey of American literature from 1865 to the present.

301. Creative Writing (3).

Practice in the techniques of writing poetry and fiction. Open to all students.

302. Advanced Writing (3).

A course designed to improve the student's writing skills beyond those taught at the lower division level.

303. Advanced Grammar (3).

An examination of traditional and modern grammars beyond the basic level.

401. Medieval Literature (3).

An exploration of English literature prior to 1500 and exclusive of Chaucer. Taught in translation and open to all students.

402. Spenser and Renaissance Literature (3).

An analysis of the prose, poetry, and drama of the period with a heavy emphasis on Spenser and exclusive of Shakespeare.

403. Seventeenth-Century Literature (3).

An analysis of the prose and poetry of the period, exclusive of Milton.

404. Eighteenth-Century Literature (3).

An exploration of the literature from the Restoration through the beginnings of Romanticism.

405. Romantic Poetry and Prose (3).

An examination of the period's major poets and prose writers.

406. Victorian Literature (3).

An exploration of the period's major literature and trends of thought.

407. Nineteenth-Century American Literature (3).

An exploration of major literary examples of the distinctively American mind in the nineteenth century.

408. Twentieth-Century British and American Literature (3).

A survey of the major writers and movements in British and American literature from World War I through World War II.

409. Chaucer (3).

A study of the major poems.

410. Shakespeare (3).

A study of representative Shakespeare plays, criticism of his plays, and the Elizabethan theatre.

411. Milton (3).

A study of the representative works of Milton.

412. The Lyricist (1, 2, or 3 credit hours per semester for a total of 6 credits to be counted toward the B.A.) (3).

A course designed to teach the student how to judge contemporary poetry and how to edit a quality small magazine. Prerequisite: Instructor's approval

413. English Drama (3).

An examination of English drama from the Medieval period through the present.

414. History of the British Novel (3).

A study of the representative novels in the evolution of the genre.

415. Modern/Contemporary Fiction (3).

A study of the works of representative prose fiction writers active post-World War II, with an emphasis on the last two decades.

416. Modern/Contemporary British and American Poetry (3).

A study of the works of representative poets post-World War II, with an emphasis on the last two decades.

417. Southern American Literature (3).

A survey of representative American writers from the South.

419. Seminar (3).

Specialized topics in British literature, art, and society; American literature, art, and society.

420. Independent Study (3).

Study on demand based on either the student's private interests or the unavailability of specific necessary courses.

421. Masterworks of Literature (3).

A study of selected major continental works of literature.

422. History of the English language (3).

A study of the evolution of the English language.

423. History of Criticism (3).

A study of the great literary critics, from Aristotle to the present day.

426. History of the American Novel (3).

The evolution of the genre as distinctly American.

429. Literature and the Plastic Arts (3).

An examination of the Sister Arts tradition, the relationships of the verbal and plastic arts.

453. Methods in Teaching English (1.5).

A course designed to teach how to teach English.

498. Honors Course (3).

A course developed from the department's Recommended Reading List. The work will be done over several semesters as an Independent Study with selected teachers. Three credit hours will be awarded in the final semester, depending on the agreement reached between professor and student.

499. Honors Thesis (3).

A specific research project of a writer, era, idea, or work. The Honors Thesis will be done in the senior year as an independent study and will be viewed as an introduction to graduate work. It will be overseen by a single professor and reviewed for acceptance by two other professors.

All 400-level courses with English content, exclusive of the Honors Course and Thesis, can also be given as 500-level offerings. The 600-level offerings are graduate versions of the 400-level courses.

FOREIGN LANGUAGES

**Associate Professors: Dr. Steegar (Chairman), Dr. Mayberry,
Dr. Penny**

Assistant Professor: Mr. Rivera

Adjunct Instructor: Dr. Dill

Foreign Language Requirements in the General College Curriculum

In order to meet the foreign language requirements at Campbell University, a student has two options:

1. Continue a language started in high school. If a student has taken two years of a language in high school and opts to use that language to fulfill the foreign language requirement, he/she must complete through the 202 level (fourth semester). This will normally require taking 201 and 202; however, if a student's background is strong, he/she may take only 202 and satisfy the requirement. If a student's background is weak, he/she may take 102 (or even 101); however, he/she must still complete through the 202 level. The student will receive elective credit for 101 and/or 102 if they are taken.
2. A student may start a new language at Campbell University. This will require taking three semesters of the same language (101, 102, 201). If a student has had only one year of a language in high school, he/she may take that language at Campbell University and start with 101 at no penalty (the student may take 101, 102, 201 and fulfill the requirement).

The student may choose from the following languages:

- A. French
- B. Greek
- C. Latin
- D. Spanish

Students whose mother tongue is other than English are exempt from the foreign language requirements; however, they must take English 101 and 102 and pass both courses with a grade of "C" or better.

Students in the Lundy-Fetterman School of Business must have at least two years of the same high school language or pass 101-102 at Campbell University.

Requirements for the Bachelor of Arts Degree with a Major in French or Spanish

The Foreign Language Department offers courses leading to a major in French or Spanish. To achieve a major in French, the student must complete the following courses: French 201-202 (Intermediate French), 221-222 (Survey of French Literature), 231-232 (French Composition and Conversation), 250 (Phonetics and Pronunciation of French), 300 (History and Civilization of France), and three additional French courses above the beginning level.

Similarly, the requirements for a major in Spanish are:

Spanish 201-202 (Intermediate Spanish), 221-222 (Survey of Spanish Literature), 231-232 (Spanish Composition and Conversation), 241-242 (Survey of Spanish-American Literature), 250 (Spanish Phonetics and Pronunciation), and two additional Spanish courses above the beginning level.

Requirements for Teacher Certification in French or Spanish

The requirements for those majoring in French or Spanish and who seek to gain certification to teach in secondary schools are the same as above with the following exception: French or Spanish 400 (Methods and Materials of Romance Language

Teaching) must be taken as one of the additional courses. Then, too, the teaching major must complete the certification requirements of the School of Education.

The following courses constitute minimum requirements for an endorsement in French: French 101-102, 201-202, 221-222 and 231. French 232 is also recommended. In Spanish, an endorsement can be obtained by completing the following courses: Spanish 101-102, 201-202, 221-222, and 231. Spanish 232 is also recommended.

Requirements for a Concentration in French or Spanish

Those who seek a concentration in French or Spanish are required to take a minimum of 18 hours in the chosen language, including 101-102, 201-202, 221-222. As in the General College Curriculum requirements, a student can pass over the elementary courses by having completed two units of the same language in high school.

Requirements for a Minor in a Foreign Language

A minor in French or Spanish requires eighteen hours beyond the elementary level.

Prerequisites: All language courses above the 202 level assume that the student has completed through the 202 level or its equivalent.

NOTE: Courses numbered 201-202 were numbered 111-112 in the catalogs prior to 1988.

FRENCH COURSES

101-102. Elementary French (3,3).

Introduction to the basic skills of the language—reading, writing, speaking, and aural comprehension.

201-202. Intermediate French (3,3).

Review and development of the basic skills. Prerequisites: 101-102 or equivalent placement

221, 222. Survey of French Literature (3,3).

Introduction to the masters of French literature and their major works.

231-232. French Composition and Conversation (3,3).

Emphasis on improving competency in speaking and understanding standard French and on developing proficiency in the written language.

250. Phonetics and Pronunciation of French (3).

Individual instruction in French pronunciation and a study of phonetic transcription.

300. History and Civilization of France (3).

Traces the origins and development of French history and civilization, highlighting geography, education, and culture.

301. Advanced French Grammar (3).

An elaboration of grammar and idiomatic usage.

340. Seventeenth-Century French Literature (3).

A study of French Classicism.

350. Eighteenth-Century French Literature (3).

A survey of major texts of the “philosophes”.

360. Romanticism and Realism (3).

The first part of the nineteenth century in French literature, including major works of authors from Constant to Flaubert.

370. Symbolism and Naturalism (3).

The latter part of the nineteenth century, including major works of authors from Nerval to Zola.

380. Twentieth-Century French Literature (3).

An examination of the major works of leading French authors since 1900.

400. Methods and Materials of Romance Language Teaching (1½)

Principles of pedagogy unique to the teaching of a foreign language. A requirement for K-12 certification.

GREEK COURSES

101-102. Elementary Greek (3,3)

A survey of the elements of Hellenistic (koine) Greek grammar, illustrated systematically from the Greek New Testament in classroom and language laboratory contexts.

201. Intermediate Greek (3).

Readings from the Greek New Testament coupled with a review of grammar at the intermediate level. Prerequisites: 101-102

ITALIAN COURSES

101-102. Elementary Italian (3,3).

Introduction to the basic skills of the language—reading, writing, speaking, and aural comprehension. (For elective credit only.) (Offered only at the Sanford campus of CCCC)

SPANISH COURSES

101-102. Elementary Spanish (3,3).

Introduction to the basic skills of the language—reading, writing, speaking, and aural comprehension.

201-202. Intermediate Spanish (3,3).

Continued practice in the basic skills; review of grammar; reading of selected literary texts. Prerequisites: 101-102 or equivalent placement.

221, 222. Survey of Spanish Literature (3,3).

Introduction to the masters of Spanish literature and their major works.

231-232. Spanish Composition and Conversation (3,3).

Emphasis on improving competency in speaking and understanding standard Spanish and developing proficiency in the written language.

241, 242. Survey of Spanish-American Literature (3,3).

Reading and discussion of passages from representative authors, along with a comparison with Peninsular differences in the culture as they affect the literature of Latin America.

250. Spanish Phonetics and Pronunciation (3).

A study of phonetic transcription and individual instruction in Spanish pronunciation.

301. Advanced Spanish Grammar (3).

An elaboration of grammar and idiomatic usage.

320. Spanish Literature from the Middle Ages through the Renaissance. (3).

A survey of major writers.

331. Spanish Civilization (3).

Traces the origins and development of Spanish history and civilization from medieval to modern times.

340. Spanish Golden Age (3).

A survey of major writers excluding Cervantes.

341. Latin-American Civilization (3).

A study of Latin America from pre-Colombian to modern times.

350. Cervantes (3).

Emphasis on Don Quixote.

360. Nineteenth-Century Spanish Literature (3).

A survey of Romanticism, Realism, and Naturalism.

370. Generation of 1898 (3).

A survey of major writers.

380. Twentieth-Century Spanish Literature (3).

A survey of major writers.

400. Methods and Materials of Romance Language Teaching (1½).

Principles of pedagogy unique to the teaching of a foreign language. Required for teacher certification.

LATIN COURSES

101-102. Elementary Latin (3,3).

Introduction to the pronunciation, grammar, and vocabulary. The course includes the reading of prose and a survey of the history and civilization of Rome.

201-202. Intermediate Latin (3,3).

Continuation and review of Latin grammar. The course includes readings in Latin prose and a continuation of the survey of Roman history and civilization. Prerequisites: 101-102 or equivalent placement.

GEOLOGY AND ENVIRONMENTAL STUDIES

Instructor/Director: Mr. James

Requirements for a Minor in Geology

Candidates for a minor in geology may select from the following courses to complete the total of 18 hours.

111. Physical Geology (4).

A study of earth materials and landforms and the processes at work upon and within the earth. In the laboratory, emphasis will be placed on the identification of the common minerals and basic rock types and the use of topographic maps. A partial list of topics includes: geologic time; igneous, sedimentary, and metamorphic geology; geologic structures; the action of wind, water, and glaciers. Three hours of lecture and two hours of laboratory.

112. Historical Geology (4).

A history of the earth concerned with the changes in the earth's crust and the life that has existed upon that crust. Laboratory work will include a study of fossils and an introduction to geologic maps. Three hours of lecture and two hours of laboratory. Prerequisite: Geology 111

113. Physical Geography (3).

A survey of the natural landscape and the forces setting upon it. Introduction to geological and meteorological processes affecting the earth. Three hours of lecture.

114. World Regional Geography (3).

Map survey of selected countries and regions of the world. An examination of topography as it relates to major physical divisions. Emphasis is placed on the effects of physical boundaries to the relationship of economic and cultural influences.

115. Introduction to Environmental Problems (3).

Ecological and geologic aspects of the environmental crisis. Topics covered include population, natural resources, air and water pollution, and geologic hazards. Three hours of lecture.

221. Environmental Geology (4).

A practical approach to the role which the geologist plays in identifying and solving environmental problems facing man today. Topics covered include natural resources, water supplies, waste disposal, land pollution, and land management. Three hours of lecture and three hours of laboratory. Prerequisite: Geology 111 and permission of instructor

223. Elements of Crystallography and Mineralogy (4).

An introduction to crystallography and crystal chemistry. The physical and chemical properties of minerals will be studied and a number of mineral species will be examined in detail. Three hours of lecture and three hours of laboratory. Prerequisites: Geology 111 or eight semester hours of chemistry

224. Optical Mineralogy (3).

A study of the optical properties of minerals with the aid of petrographic microscope. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 223

299. Environmental Geochemistry (4).

An interdisciplinary study emphasizing chemical phenomena in the environment. Three hours of lecture and three hours of laboratory. Prerequisite: permission of the instructor.

326. General Petrology (3).

A study of the mode of occurrence, composition, classification, and origin of the igneous, sedimentary, and metamorphic rocks and their relations to geological processes and earth history. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 224

331. Invertebrate Paleontology (4).

The systematic classification of invertebrate fossils, their geologic range, distribution and probable habitat, and the use of index-fossils in age determination of geologic formations. Three hours of lecture and three hours of laboratory. Prerequisite: Geology 112

332. Paleobotany (3).

A systematic classification of plant remains, geologic range, distribution, evolution, and probable habitat, also the use of plant index-fossils in age determination of geologic formations. Further stress is placed on plant importance in the formation of mineral resources such as petroleum. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 112

333. Structural Geology (3).

The recognition, description, and classification of the structures or arrangements of the rock masses in the earth's crust, and a study of the processes which produce them. In the laboratory, graphic methods of solving problems of structural geology will be used. Two hours of lecture and three hours of laboratory. Prerequisites: Geology 112 and a working knowledge of trigonometry

345. Principles of Economic Geology (3).

The occurrences, genesis, and the distribution of important metallic, nonmetallic, and mineral fuel deposits, plus an introduction to mining and metallurgical processes and techniques. Prerequisites: Geology 223 and permission of instructor

362. Field Study (1-2).

Geologic field trips of 1 to 2 weeks duration to areas of geologic interest that are located outside normal travel range. The course is usually offered during extended holiday breaks in the school calendar. The amount of credit will be determined by the length and type of field trip. By faculty permission only.

436. Introduction to Field Geology (3).

Study and practice in the basic principles of geologic mapping, sampling, geologic data collection, tabulation, and report writing. Two hours of lecture and three hours of laboratory. Prerequisites: Geology 333 or permission of instructor and working knowledge of trigonometry

441. Principles of Sedimentation and Stratigraphy (3).

A study of the processes of formation, composition, sequence, and correlation of the stratified rocks of the earth's crust. Two hours of lecture and three hours of laboratory. Prerequisites: Geology 112 and Geology 224

444. Geomorphology (3).

A study of the origin, evolution, and classification of landforms. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 333

462. Geological Research (2-4).

Open to geology minors in their senior year after approval of a research problem by the department. Investigation of the problem will be under the guidance of a faculty member and the results will be presented in thesis form.

GOVERNMENT

Professor: Dr. Abrahamson (Chairman)

Associate Professor: Dr. Schroeder

Assistant Professors: Dr. Goodson, Dr. Sellers

Requirements for a Bachelor of Arts degree with a Major in Government

Candidates for the major in government must, in addition to the General College Curriculum, complete with a "C" average or better at least 37 semester hours of government courses to include U.S. government and constitutional development, political thought, public policy and administration, international studies or comparative government, and a senior seminar. For specific course requirements, see the current Government Bulletin.

Requirements for a Minor in Government

Students pursuing a minor in government must complete, with a "C" average or

better, 24 semester hours of government courses, including Government 229, Government 230, and one course from each of three of the following areas: public policy and administration; international studies; political thought; or constitutional development.

Pre-Law with a Major in Government or History

Law schools want students who think rationally and logically, express themselves clearly and coherently in both oral and written form, possess a broad education in the liberal arts, and have specialized in an appropriate academic major. After consultation with deans of various schools of law, Campbell University's Department of Government and History developed a curriculum to aid students wishing to demonstrate such qualifications.

The program meets all the college requirements for a bachelor of arts degree and gives the student a major in government (political science) or history. The program, which is broad enough to give students the specific courses needed to prepare them for the study of law, includes U.S. and British history, political thought, economics, accounting, data processing, logic, national and state government, speech, sociology, psychology, and constitutional history and law. To meet the foreign language requirements, pre-law students are encouraged to take Latin. While the program is broad and diverse, no one course alone is vital. It is the combination of courses that plays an important role. For the specific courses required of each student, students should consult with the chairman of the Department of Government and History or see the current Pre-Law Bulletin.

Public Administration with a Major in Government

The program in public administration modifies the government major by requiring that more of the required 37 semester hours of government courses focus on public policy and administration and that students complete an internship and Government 461 as the senior seminar. The program further strengthens the public administration focus by requiring students to use elective spaces to take courses in human resources management, financial and organizational management, public speaking, and public relations. For specific courses, see the current Public Administration Bulletin.

International Studies with a Major in Government or History

The program in international studies adapts the government major by requiring that more of the required 37 semester hours of government or history courses focus on U.S. foreign policy, comparative foreign governments, international relations, and area studies and that students complete Government 471 or History 451 as the senior seminar. In addition, the program uses elective spaces to give students additional work in foreign languages, international economics, and comparative economic systems. For specific courses, see the current International Studies Bulletin.

Requirements for the Bachelor of Applied Sciences Degree with a Concentration in Criminal Justice

The Bachelor of Applied Sciences degree is designed to accommodate students who have completed 36 hours of criminal justice courses at a junior college, community college, or technical college and who wish also to obtain a bachelor's degree. They may transfer to Campbell University no more than 64 semester hours from any combination of two-year general college, technical college, CLEP, or work-related experiences. All programs considered for transfer must be accredited by the regional accrediting agency.

The concentration in criminal justice meshes with existing programs already underway in community colleges and technical colleges. The student normally would complete a two-year program in criminal justice and then transfer to Campbell. Since Campbell gives no criminal justice courses, per se, the student must complete at least 36 semester hours in criminal justice elsewhere. During the two years at Campbell, the student will take specified liberal arts courses in economics, ethics, psychology, sociology, natural science, and government in order to complete the degree requirement. For specific courses, see the current Criminal Justice Bulletin.

Requirements for the Bachelor of Science Degree with a Major in Social Sciences (Concentration in Government)

Candidates must complete, with a "C" average or better, at least 48 semester hours in the social sciences distributed as follows: 24 hours in government; 12 hours of history (111-112, 221-222); and six hours each in economics and sociology. Those government courses must include Government 229, Government 230, and one course from each of three of the following areas: public policy and administration; international studies; political thought; or constitutional development. See the current Social Science (Government) Bulletin for specific requirements.

Requirements for High School Teacher Certification in Social Studies

Students majoring in either government or social sciences (concentration in government) who desire certification to teach social studies in North Carolina secondary schools must complete, with a "C" average or better, at least 24 semester hours in government, 12 semester hours in history, and six semester hours each in economics, geography, and sociology. For specific courses, candidates should consult the appropriate departmental bulletin and the School of Education.

229. The National Government (3).

This general introduction to the study of American government focuses on the federal level with special attention to the framing of the U.S. Constitution, the general organization and functioning of the national government, the nature of federalism, political parties, elections, and current issues of public policy at the national level. (Open to freshmen)

230. State and Local Government (3).

This course gives special attention to federal-state relations and to the workings of state government in policy areas such as taxation, budgeting, and education. The politics of state government are closely examined. Local government is considered, but to a lesser degree. Prerequisite: Government 229

232. State Legislative Politics (3).

This course teaches the legislative process while preparing student-delegates for the convocation of the North Carolina Student Legislature held annually in Raleigh. Students are required to gain a working familiarity with Robert's Rules of Order, participate in the research and writing of the bill(s) to be introduced at the state meeting, and write a formal policy position paper. (Registration is by approval of the professor.)

260. Scope and Methods of Political Science (3).

An introduction to theory, hypothesis generation, data collection, data analysis, and research methods of political science. This course culminates with student preparation of a research project or grant proposal. Prerequisites: Government 229, Math 160

322. Latin America: An Area Study (3).

(Also History 322.) A historical survey of the society, culture, and politics of the principal Latin American nations in the 20th century. The course will emphasize the national period and the intellectual, political, international, economic, and social course of contemporary Latin American history. Prerequisites: Government 229, History 112

336. American Political Parties (3).

The main topics considered are the origins and development of American political parties, their functions, organizations, regulations, campaign methods, and conduct of elections. Prerequisite: Government 229

337. Municipal Government (3).

The history, organization, and administration of American municipal corporations are studied in some detail. Special attention is given to intergovernmental relations and the current concerns of metropolitan governance. Prerequisite: Government 230

338. Introduction to Public Administration (3).

This course explores philosophies and processes of administration of public and nonprofit organizations as they manifest themselves in the American bureaucratic structure of the late twentieth century. Detailed attention will be given to identifying those tasks best accomplished by the public sector, the problems of organizing and staffing government agencies, the efforts to keep governmental agencies politically accountable, and the means and mechanisms for implementing governmental decisions. Prerequisites: Government 229, 230

339. Ethics in Government (3).

This course will help students untangle the web built up around ethical and moral dilemmas in government. The most notable approaches to ethics, values, and morality in government by prominent writers in the field will be studied. Important concepts will be examined, such as administrative responsibility, mental attitudes, public interest, personal codes, paradoxes of procedure, and ethical, normative, and value systems that are in use today. Prerequisites: Government 229, 230

340. Introduction to Public Policy (3).

This course inquires into the nature of the public policy-making process as it reveals itself in the initiation, formulation, and implementation of policy. Students will also analyze and evaluate selected national policies while examining and utilizing various analytical models. Prerequisites: Government 229, 230

341. Western Europe: An Area Study (3).

(Also History 341.) A survey of both the recent history, culture, and politics and the political institutions and processes of Western Europe. Prerequisites: Government 229, History 111-112

342. Eastern Europe and the Soviet Union: An Area Study (3).

(Also History 342.) A survey of both the recent history, culture, and politics and the political institutions and processes of eastern Europe and the Soviet Union. Prerequisites: Government 229, History 111-112

343. Introduction to Comparative Foreign Government (3).

This course introduces students to the recent histories, political cultures, government structures, political processes, and current situations of selected democratic, totalitarian, and developing countries. Prerequisite: Government 229

345. International Relations (3).

An introduction to politics among nations, this course focuses on the problems of war, development, and trade in the international system, while also including some attention to international organizations and international law. Prerequisite: Government 229

346. Imperialism: Its History and Politics (3).

(Also History 346.) A survey of world history with a focus on the rise of European imperialism and neocolonialism in the mid-19th century and the resurgence of independence from European control after World War II. Prerequisites: Government 229, History 111-112

351. South Asia: An Area Study (3).

(Also History 351.) An introductory survey of the recent history, culture, and political institutions of South Asia from Afghanistan to Burma with particular emphasis on India, Pakistan, and Bangladesh. Attention will also be devoted to Indian and Muslim influences on Southeast Asia. Prerequisites: Government 229, History 111-112

352. East Asia: An Area Study (3).

(Also History 352.) An introductory survey of the recent history of the culture, society, politics, and intellectual development of East Asia, with particular emphasis on the cultural heritage and contemporary issues of China and Japan. Prerequisites: Government 229, History 111-112

353. Africa: An Area Study (3).

(Also History 353.) A survey of the history of sub-Saharan Africa from the earliest times to the present. Emphasis will be on the period from the mid-19th century to the present with a special focus on current economic, social, and political problems. Prerequisites: Government 229, History 111-112

357. The Middle East and North Africa: An Area Study (3).

(Also History 357.) An introductory survey of the recent history, culture, and political institutions of this predominantly Islamic area. Particular emphasis will be placed on those political developments since the mid-19th century that help explain the current problems of the countries in this area. Topics to be covered include the Arab-Israeli conflict, oil and the Persian Gulf, the Lebanese civil war, and the rise of Islamic fundamentalism. Prerequisites: Government 229, History 111-112

441. Organization Theory (3).

This course helps students increase their understanding of how organizations can more successfully meet public objectives. Several major concepts will be examined, clarifying how organizations work and what alternative organizational strategies and structures exist. The concepts of power, resource allocation, work environment, and goals will be closely examined. Prerequisite: Government 338 or 340

443. Medieval Political Thought (3).

(Also History 443 or Philosophy 443.) A survey of the major political thinkers of the medieval period, this course focuses on the Christian writers of western Europe, including St. Augustine, St. Thomas Aquinas, Marsilius of Padua, John Duns Scotus, and William of Ockham. There is some analysis of Muslim and Jewish thinkers as well. Prerequisites: Government 229, History 111

445. Modern European Political Thought (3).

(Also History 445 or Philosophy 445.) This course analyzes the main currents of European political thought in terms of their historical setting and philosophical background. Prerequisites: Government 229, History 111-112

446. American Political Thought (3).

(Also History 446.) The main currents of American political thought, from colonial beginnings to the present, are analyzed in terms of their historical setting and philosophical background. Prerequisites: Government 229, History 221-222

447. Ancient Political Thought (3).

(Also History 447 or Philosophy 447.) A survey of the political writings of Plato and Aristotle, this course focuses on analyses and evaluations of political ideas as well as their historical settings. Prerequisites: Government 229, History 111

448. Twentieth-Century American Foreign Policy (3).

(Also History 448.) This course examines the origins, formulation, and implementation of American foreign policy in the 20th century. Prerequisites: Government 229, History 222

449, 450. The Development of the American Constitution (3, 3).

(Also History 449, 450.) This account of the living Constitution traces practices, customs, traditions, and fundamental legal ideas in their historic setting as they make up the body of American constitutionalism today. Prerequisites: Government 229 and History 221 or 222, as appropriate

451. Seminar on Constitutional Law (4).

This seminar requires students to make a detailed examination of the Supreme Court's landmark cases and their implications. Prerequisite: Government 449 or 450 and approval of the instructor

452. Internship (3).

This internship is a supervised work experience with selected law firms, governmental agencies, quasi-governmental agencies, or nonprofit organizations and is designed to give students actual experience in a particular area of government, politics, or the law. (Open only to government majors with approval of the professor)

460. Special Topics (3).

Special Topics is a tutorial course established at the request of the student and faculty member when special needs or circumstances require examination of subject matter not otherwise included in the academic program. (By arrangement with the instructor)

461. Seminar in Public Administration (4).

This seminar will allow students to integrate concepts and theories they have learned from earlier policy and administration courses as they complete an extensive case of study of some particular governmental policy area. This will include reading from several well-known public administration theorists as well as criticism and analysis of research presented to the class. Prerequisites: Government 338 or 340, 441, and permission of the instructor

471. Seminar in International Studies (4).

An in-depth examination of the fundamental question of international relations: the problem of war and peace. Students will write a seminar paper focusing on one aspect of this question. Prerequisite: Permission of the instructor

HISTORY

Professors: Dr. Abrahamson (Chairman), Dr. Barge, Dr. Moore

Associate Professor: Dr. Towles

Assistant Professors: Mr. Easley, Dr. Faulkner, Mr. Tuck

Adjunct Assistant Professor: Ms. Badura

Requirements for the Bachelor of Arts Degree with a Major in History

Candidates must complete at least 37 semester hours in history with a "C" average or better, to include History 111-112, History 221-222, History 451, and at least six semester hours of upper-division (300 and 400) courses in each of two of the following three areas and three upper-division semester hours in the third area: European history; United States history; and Third World history. Candidates must, in addition, complete the following related courses: Government 229, Economics 223 and 224 (American Economic History may be substituted for the latter), and either Geography 113 or Sociology 225. History majors should fulfill the college mathematics requirement by taking CIS 125 and Mathematics 160, for which Mathematics 111 can be substituted. See the current History Bulletin for specific requirements.

Requirements for a Minor in History

Students pursuing a minor in history must select a focus and complete, with a "C" average or better, a minimum of twenty-four semester hours of history courses, including History 111, 112, 221, and 222. Those pursuing a minor in history must also focus at least six semester hours on upper-division (300 and 400 level) courses in one of three areas: U.S. history; European history; Third World history.

Pre-law with a Major in Government or History

Law schools want students who think rationally and logically, express themselves clearly and coherently in both oral and written form, possess a broad education in the liberal arts, and have specialized in an appropriate academic major. After consultation with deans of various schools of law, Campbell University's Department of Government and History developed a curriculum to aid students wishing to demonstrate such qualifications.

The program meets all the college requirements for a bachelor of arts degree and gives the student a major in government (political science) or history. The program, which is broad enough to give students the specific courses needed to prepare them for the study of law, includes United States and British history, political thought, economics, accounting, data processing, logic, national and state government, speech, sociology, psychology, and constitutional history and law. To meet the foreign language requirements, pre-law students are encouraged to take Latin. While the program is broad and diverse, no one course alone is vital. It is the combination of courses that plays the important role.

For the specific courses required of each student, consult with the Chairman of the Department of Government and History or see the current Pre-law Bulletin.

International Studies with a Major in History or Government

The program in international studies adapts the history major by requiring that more of the required thirty-seven semester hours of government or history courses focus on U.S. foreign policy, comparative foreign governments, international relations, and area studies and that students complete Government 471 or History 451 as the senior seminar. In addition, the program uses elective spaces to give students additional work in foreign languages, international economics, and comparative economic systems. For specific courses, see the current International Studies Bulletin.

Requirements for a Bachelor of Science with a major in the Social Sciences (Concentration in History)

The candidate must complete, with a "C" average or better, at least forty-two semester hours in the social sciences distributed as follows: twenty-four hours in history; six hours each in economics, sociology, and government. In addition to History 111, 112, 221, and 222, the twenty-four hours of history must include at least six semester hours of upper-division (300 and 400 level) courses in one of three areas: U.S. history; European history; Third World history. See the current Social Science (History) Bulletin for specific requirements.

High School Teacher Certification in the Social Studies

Students majoring in either history or the social sciences (history), who desire certification to teach social studies in the secondary schools of North Carolina, must complete, with a "C" average or better, at least twenty-four semester hours in history and six semester hours in economics, geography, and sociology. For the specific courses required, the candidate seeking certification should consult both the appropriate departmental bulletins and the School of Education.

111, 112. Western Civilization (3,3).

This survey of Western Civilization from ancient times to the present also gives attention to the origins of civilization and relations between the Western and non-Western areas of the world.

201. Topics in Military History (3).

This course surveys interdisciplinary topics drawn from the Western military experience as appropriate for those seeking a commission in the North Carolina National Guard. (Open to students of the North Carolina National Guard Officers Candidate School)

221, 222. United States History (3,3).

With special attention to the development of national politics and governmental institutions, the growth of the nation's economy, the American diplomatic tradition, and the evolution of American society, this course surveys United States history from the discovery of the New World to the present. Prerequisites: History 111-112

309. Pre-Modern Military History (3).

This survey of military history in the world from earliest times until the rise of effective gunpowder weapons includes a discussion of military organization, tactics, great military leaders, and major wars and battles from both Western and non-Western military traditions. Prerequisites: History 112-112

310. The American Military Experience (3).

(Also Military Science 310.) This survey of American warfare and military institutions gives particular emphasis to grand strategy, theater-level operations, civil-military relations, technological development, military leadership, and the impact of war on American society. Prerequisites: History 111-112; History 221-222 recommended

321. Latin American History (3).

This course surveys Latin American history from the pre-Columbian period through the 19th century. Emphasis will rest upon development of colonial institutions, achievement of independence, the early national period, and the intellectual, political, economic, and social bases of the contemporary period. Prerequisites: History 111-112

322. Latin America: An Area Study (3).

(Also Government 322.) A historical survey of the selected Latin American nations in the 20th century, the course will emphasize the national period and the intellectual, political, international, economic, and social course of contemporary Latin America. Prerequisites: Government 229, History 112

331. History of North Carolina (3).

With an eye to meeting the special needs of those seeking teacher certification, this course surveys the state's political and economic history from the earliest colonial beginnings to the present. Prerequisites: History 221-222

332. North Carolina: Its Geography and People (3).

With an eye toward meeting the special needs of those seeking teacher certification, this course examines in depth the geography and social history of North Carolina. Prerequisites: History 221-222

334. American Christianity (3).

(Also Religion 334.) A study of the history, ideas, and influences of Christianity in America. Prerequisites: History 221-222

336. General Church History (3).

(Also Religion 336.) Historical study of the major movements and ideas in the church. Prerequisites: History 111-112

341. Western Europe: An Area Study (3).

(Also Government 341.) A survey of both the recent history, culture, and politics and the political institutions and processes of Western Europe. Prerequisites: Government 229, History 111-112

342. Eastern Europe and the Soviet Union: An Area Study (3).

(Also Government 342.) A survey of both the recent history, culture, and politics and

the political institutions and processes of eastern Europe and the Soviet Union. Prerequisites: Government 229, History 111-112

343. Medieval England (3).

This survey of the history of the British Isles from the earliest times to around A.D. 1307 gives particular emphasis to English constitutional history from 500 to 1307. Prerequisites: History 111-112

344. Stuart England (3).

This survey of English history during the time of the Stuarts (1603-1714) emphasizes the constitutional struggles of that period. Prerequisites: History 111-112

346. Imperialism: Its History and Politics (3).

(Also Government 346.) A survey of world history with a focus on the rise of European imperialism and neo-colonialism in the mid-19th century and the resurgence of independence from European control after World War II. Prerequisites: Government 229, History 111-112

350. Renaissance and Reformation (3).

The meaning of these great historical movements is examined in terms of the decline of the characteristic features of medieval civilization and the rise of modern European institutions. Prerequisites: History 111-112

351. South Asia: An Area Study (3).

(Also Government 351.) An introductory survey of the recent history, culture, and political institutions of South Asia from Afghanistan to Burma, with particular emphasis on India, Pakistan, and Bangladesh. Attention will also be devoted to Indian and Muslim influences on Southeast Asia. Prerequisites: Government 229, History 111-112

352. East Asia: Area Study (3).

(Also Government 352.) An introductory survey of the recent history of the culture, society, politics, and intellectual development of East Asia, with particular emphasis on the cultural heritage and contemporary issues of China and Japan. Prerequisites: Government 229, History 111-112

353. Africa: An Area Study (3).

(Also Government 353.) A survey of the history of sub-Saharan Africa from the earliest times to the present. Emphasis will be on the period from the mid-19th century to the present, with a special focus on current economic, social, and political problems. Prerequisites: Government 229, History 111-112

356. Russia and the U.S.S.R. (3).

This study of the evolution of modern Russia from the reforms of Alexander II (1860) to the mid-20th century gives special attention to the Revolution of 1917 and the changes and policies implemented by the Communist regime since World War I. Prerequisites: History 111-112

357. The Middle East and North Africa: An Area Study (3).

(Also Government 357.) An introductory survey of the recent history, culture, and

political institutions of this predominantly Islamic area. Particular emphasis will be placed on those political developments since the mid-19th century that help explain the current problems of the countries in this area. Topics to be covered include the Arab-Israeli conflict, oil and the Persian Gulf, the Lebanese civil war, and the rise of Islamic fundamentalism. Prerequisites: Government 229, History 111-112

359. American Colonial History (3).

Beginning with the voyages of discovery and ending with the Critical Period, this course emphasizes the development of political, economic, and social institutions and the individuals who helped to shape them. Prerequisite: History 221

360. The Revolutionary Period in American History (3).

This course begins in 1763 with the end of the French and Indian War and goes through the Battle of New Orleans, 1815. This course is intended to be an in-depth study of the political, social, and economic changes that took place in the country during this period. The lives of some leading personalities of the period will be examined. Prerequisite: History 221

362. The Old South (3).

This course examines the social, economic, and political history of the South from colonial settlements through the end of the Civil War. Prerequisite: History 221

401. Twentieth-Century Europe (3).

A survey of the causes and events of the two World Wars is followed by an in-depth study of postwar Europe and its progress toward economic and political union. Research projects are focused on important individuals in the period. Prerequisite: History 112

402. American Economic History (3).

This course traces the evolution of the economy of the United States, which it analyzes in terms of developments in agriculture, commerce, and industry, with particular emphasis on technology and the changing role of government. Special attention is given to the rise of modern corporations. Prerequisites: History 221-222

422. Germany, France, and Italy in the Modern Era (3).

This in-depth study of the social, intellectual, and political history of Germany, France, and Italy begins with the revolutions of 1848 and emphasizes the social impact of the industrial revolution, the effects of modern nationalism, the causes and effects of anti-Semitism, the coming of the Nazi regime, the Holocaust, and the post-1945 recovery. Prerequisites: History 111-112 and permission of the instructor

433. The United States in the 19th Century (3).

This colloquium, which treats both the mid-century sectional crisis and the elements of continuity in the nation's 19th-century development, covers the period from the Age of Jackson to the Populist Revolt. Although focusing on selected political issues from that period, the course is far more than a political history. Instead, it gives careful attention to the role of social, intellectual, and economic developments in the creation, development, and outcome of political conflict. Prerequisites: History 221-222

434. The United States in the 20th Century (3).

This issue-oriented colloquium, which emphasizes the period from Progressivism to the Great Society, examines topics selected from the principal economic, social, and political developments that have shaped the history of the United States in the 20th century. Prerequisite: History 222

443. Medieval Political Thought (3).

(Also Government 443 and Philosophy 443.) A survey of the major political thinkers of the medieval period, this course focuses on the Christian writers of Western Europe, including St. Augustine, St. Thomas Aquinas, Marsilius of Padua, John Duns Scotus, and William of Ockham. There will be some analysis of Muslim and Jewish thinkers, as well. Prerequisites: Government 229, History 111

445. Modern European Political Thought (3).

(Also Government 445 and Philosophy 445.) The main currents of European political thought are analyzed in terms of their historical setting and philosophical background. Prerequisites: Government 229, History 111-112

446. American Political Thought (3).

(Also Government 446.) The main currents of American political thought, from colonial beginnings to the present, are analyzed in terms of their historical and philosophical background. Prerequisites: Government 229, History 221-222

447. Ancient Political Thought (3).

(Also Government 447 and Philosophy 447.) A survey of the political writings of Plato and Aristotle, this course focuses on analyses and evaluations of political ideas as well as their historical settings. Prerequisites: Government 229, History 111

448. American Foreign Policy in the Twentieth Century (3).

(Also Government 448.) This course examines origins, formulation, and implementation of American foreign policy in the 20th century. Prerequisites: Government 229, History 222

449, 450. The Development of the American Constitution (3,3).

(Also Government 449, 450.) This account of the living Constitution traces practices, customs, traditions, and fundamental legal ideas in their historic setting as they make up the body of American constitutionalism today. Prerequisites: Government 229 and History 221 or 222, as appropriate

451. Seminar: Historiography and Historical Writing (4).

The course combines readings from several well-known modern historians with research, writing, and extensive criticism of papers produced by members of the seminar. Required of all history majors. (Approval of the instructor is required, plus History 111-112 and junior or senior status.)

452. The U.S.A. in the 1960s (3).

Using written and audiovisual materials, discussions, reports, lectures, interviews, and research projects, this course examines many aspects of the 1960s, with particular emphasis given both to the political, military, social, and cultural developments and to a significant research paper. Prerequisites: History 222 and approval of the instructor

453. Methods of Teaching Social Studies (1 1/2).

A study of the methods of teaching social studies in the secondary school, this course places emphasis on the practical development of useful teaching materials. (Restricted to candidates for North Carolina Teaching Certificate)

454. Internship (3).

This internship is a supervised work experience with selected public or private museums, archives, or similar institutions and activities with a historical purpose. It is designed to give students actual experience in public use of history. (Open only to History majors with approval of the professor)

455. Revolutionary Europe, 1750-1850 (3).

This survey of the social, economic, and political conditions that led to the French Revolution and its continuing impact on the governments and peoples across Europe extends through the revolutions of 1848. An in-depth study of revolutionary groups and leaders is provided through individual projects. Prerequisite: History 112

460. Special Topics (3).

Special Topics is a tutorial course established at the request of the student and faculty member when special needs or circumstances require presentation of subject matter not otherwise included in the academic program. (By arrangement with the instructor)

MASS COMMUNICATION PROGRAM

Assistant Professors: Mr. Ensley (Director), Mr. Bridges

**Adjunct Instructors: Mr. Jordan, Mr. Lippard, Mr. Bell,
Mr. Kemelor, Ms. Manning**

The Mass Communication Program prepares students for careers in broadcasting, public relations, advertising, and print journalism. The professional curriculum concentrates on the development of practical skills needed for success in the mass media industries. The curriculum emphasizes production, management, and writing skills.

Requirements for a Bachelor of Arts Degree in Mass Communication

Mass Communication majors specialize in one of four areas or sequences: broadcasting (radio and television), public relations (internal and external), advertising (account services and creative services), or print journalism (newspaper and magazine). The advertising specialization is an interdisciplinary program involving the Lundy-Fetterman School of Business, the Art Program, and the Mass Communication Program. In addition to the requirements outlined below, each mass communication major must pass a competency test before graduation.

Broadcasting

Core: Comm 200, 210, 340 and Comm 320 or Comm 114.

Ethics Segment: Rel 224. (Replaces half of the general religion requirement.)

Management Segment (one of the following courses): Comm 330, 333, or 334.

Production Segment (one of the following courses): Comm 322 or 324.

Practicum Segment: Comm 460 and 465.

Electives Segment: Seven hours of approved mass communication electives.

Cognate Segment: Complete one of the following cognates:

Performance Cognate: Dram 323 and Dram 241

Management Cognate: Spch 115 and B Ad 331

Production Cognate: Dram 323 and Art 205

Public Relations:

Core: Comm 200, 211, 320, 341.

Ethics Segment: Rel 224. (Replaces half of the general religion requirement.)

Management Segment: (One of the following courses): Comm 331, 333, or 335.

Production Segment: (One of the following courses): Comm 322 or 324.

Practicum Segment: Comm 460 and 465.

Electives Segment: Seven hours of approved mass communication electives.

Cognate Segment: Art 205 and Dram 114 or Spch 115.

Print Media

Core: Comm 114, 200, 212, 342.

Ethics Segment: Rel 224. (Replaces half of the general religion requirement.)

Management Segment: Comm 332.

Production Segment: (One of the following courses): Comm 321, 323, or 325.

Practicum Segment: Comm 460, 465, and 471.

Electives Segment: Six hours of approved mass communication electives.

Cognate Segment: Art 205 and Art 206.

Advertising

Core: Cadv 200, Comm 213, B Ad 442, Cadv 251, Eco 224 (Half of social science requirement).

Ethics Segment: Rel 224 (One-half of religion requirement.)

Production Segment: Art 101, Art 206, and Comm 322 or Comm 324/324L.

Practicum Segment: Comm 460 and 465.

Electives Segment: Six hours of approved Cadv electives.

Cognate Segment: Complete one of the following cognates:

Creative Services Cognate: Art 201 and Art 205

Account Services Cognate: B Ad 313 and B Ad 441

Requirements for a Minor in Mass Communication

A minor in mass communication requires the completion of a sequence core and twelve additional hours of approved courses in that sequence.

Mass Communication Program
New Number (Old Number)

Comm 114 Oral Interpretation (3)

Techniques and practice of the oral presentation of prepared works. Emphasis is on gaining the dramatic value from such works as well as improving vocal techniques.

Comm 200 (Comm 300) Introduction to Mass Communication (3)

This course examines the origins and structures of the mass media, their roles in society, and selected theories of mass communication.

Comm 210 (Comm 325) Introduction to Broadcasting (3)

A study of radio and television which includes the history of the industries, programming, sales, management and regulation. The course also covers the operation of basic broadcast equipment.

Comm 211 (Comm 306) Introduction to Public Relations (3)

Introduces students to the body of knowledge underlying the public relations process, explores the role of public relations in contemporary American society, and examines both the job skills utilized in the field and the job assignments of public relations professionals.

Comm 212 (Comm 301) Introduction to Print Media (3)

This course emphasizes the basic skills of journalism. Through a variety of practical exercises, students are taught to recognize, understand, and write news. The Associated Press Stylebook is emphasized. (A lab fee is required.)

Comm 213 (Comm 356) Introduction to Film Studies (3)

This course is an introduction to film and the film industry. The course includes an examination of film aesthetics, the role of the motion picture in society, film as literature, and the motion-picture production process.

Comm 214 Introduction to Photography (3)

The course introduces the student to the basics of 35mm photography. The course will examine camera and film basics, shooting, lighting, production, and the development of 35mm film. Students must provide their own 35mm SLR camera. (A lab fee is required.)

Comm 241 Introduction to Professional Writing (3)

This course focuses on the basic principles that govern all professional writing. Students will be exposed to methods and techniques of using these principles effectively. They will practice using these principles to meet the professional demands of writing for the print media. (A lab fee is required.)

Comm 250 (Comm 327) Issues and Ethics in Mass Communication (3)

Examines some of the major issues faced by professionals in the mass media industries. The issues covered include obscenity, regulation, public service, media ownership, and ethical codes.

Comm 320 (Comm 328) Speech for Radio and Television (3)

This practical course examines the skills needed for a position as a radio announcer and television reporter/anchorperson. The areas of study include announcing techniques and camera presence.

Comm 321 (Comm 435) Reporting (3)

This course emphasizes the basic skills needed in entry-level reporting positions with newspapers. The areas covered in the course include information gathering, news judgment, documentation, and news writing. (A lab fee is required.) Prerequisite: Comm 212

Comm 322 (Comm 340) Radio Production (3)

Among the subjects covered in this course are equipment operation, field and studio recording, editing, and production techniques. The students are required to produce a variety of radio programming elements. (A lab fee is required.)

Comm 323 (Comm 436) Copy Editing (3)

This practical course is designed to teach students basic copy editing skills. Students are taught news judgment, proofing, copy correction, headline writing, and the other functions of the copy desk. (A lab fee is required.) Prerequisite: Comm 212

Comm 324 (Comm 345) Television Production (2)

This course examines the basic elements of television production: the principles of videography, camera operation, lighting, audio, and production management. Students must take Comm 324 and Comm 324L during the same semester. Permission of the professor is required for registration.

Comm 324L (Comm 345L) Television Production Lab (1)

During the lab sessions, the students work with studio cameras, audio equipment, lighting grid, switcher, VCRs, and character generator to produce a variety of video programs. Students must take Comm 324 and Comm 324L during the same semester.

Comm 325 (Comm 438) Features (3)

Examines the special requirements of magazine and newspaper feature writing. The course includes the recognition, shaping, reporting, and writing of feature ideas in a publishable form. (A lab fee is required.) Prerequisite: Comm 212

Comm 326 Photojournalism (3)

This course explores the theory and practice of producing news event and feature photographs. Special attention is paid to news gathering, composition, working under difficult situations, and ethics. Students must provide their own 35mm SLR camera. (A lab fee is required.)

Comm 330 Broadcast Management (3)

Examines the various aspects of a broadcast manager's job: budgeting, employee management, government regulation, and planning. The course culminates in the development of a management plan for a local station. Prerequisite: Comm 210

Comm 331 (Comm 390) Public Relations Management (3)

Examines the responsibility of managing a public relations unit or counseling agency

and the challenges of functioning in a staff position as a part of organizational management. Considers budgeting and resource management and relationships with suppliers, specialists, and outside counsel. Prerequisite: Comm 211

Comm 332 (Comm 380) Newspaper Management (3)

This course examines newspaper publishing as a business. Through the study of the editorial, advertising, and circulation functions, the students learn the basics of planning and operating a newspaper. (A lab fee is required.)

Comm 333 (Comm 360) Broadcast Sales and Advertising (3)

Explores the process of planning, creating, and selling broadcast advertising. The course covers salesmanship and the creative and technical production processes. During the course, the students prepare a broadcast sales plan.

Comm 334 (Comm 326) Broadcast Programming (3)

Examines the process of programming radio and television stations. Covers formats, programming tactics, scheduling, purchasing, and promotion. The course includes a group television programming project.

Comm 335 Public Relations Campaigns (3)

Study and practice in the process of preparing the public relations campaign including problem/opportunity identification, research, planning, execution, and evaluation. Includes writing and preparation of materials using microcomputer equipment and presentation of campaigns prepared by students. (A lab fee is required.) Prerequisites: Comm 211 and Comm 341

Comm 340 (Comm 355) Radio and Television News Writing (3)

A study of broadcast news judgment, news gathering techniques, and the process of writing news for radio and television. The course concentrates on the development of news writing skills and style. (A lab fee is required.)

Comm 341 (Comm 333) Public Relations Writing (3)

Study of the reasons for and use of various styles of writing utilized in public relations and intensive writing practice using microcomputers. Course emphasis is on writing skills, style, and grammar. (A lab fee is required.) Prerequisite: Comm 211

Comm 342 (Comm 302) Advanced Print Media (3)

This course emphasizes specialized reporting skills and techniques. Students examine issues in public affairs, business, sports and other areas. Students will be exposed to the basics of interpretive, analytical, and investigative reporting. (A lab fee is required.)

Comm 343 Advanced Professional Writing (3)

This course focuses on the following areas of professional writing: perspective, interpretive, editorial, columns, and criticism. The objective is to teach students how to write in these genres with power and authority. (A lab fee is required.)

Comm 350 (Comm 456) Mass Communication Seminar - Broadcast (3)

Comm 351 (Comm 456) Mass Communication Seminar - Broadcast (3)

Comm 352 (Comm 456) Mass Communication Seminar - Public Relations (3)

Comm 353 (Comm 456) Mass Communication Seminar - Public Relations (3)

Comm 354 (Comm 456) Mass Communication Seminar - Print Media (3)

Comm 355 (Comm 456) Mass Communication Seminar - Print Media (3)

Comm 356 (Comm 456) Mass Communication Seminar - Advertising (3)

Comm 357 (Comm 456) Mass Communication Seminar - Advertising (3)

Comm 358 (Comm 456) Mass Communication Seminar - Film Studies (3)

Comm 359 (Comm 456) Mass Communication Seminar - Photography (3)

In these advanced courses, students explore special topics under the direction of faculty members. Typical seminar topics include: Advanced Television Reporting, Television Directing, Advertising and Promotion, Editing Public Relations Publications, and Advanced Radio Production. Permission of the professor is required for registration. A lab fee is required for each Mass Communication Seminar.

Comm 460 (Comm 331) Communication Project (2)

Comm 461 (Comm 332) Communication Project (2)

A supervised work project in an on-campus mass communication agency. Through the project, students gain practical skills and work experience. Students have worked with the campus radio station, closed circuit television system, sports information, news bureau, and public relations offices. Permission of the Director of the Mass Communication Program is required for registration.

Comm 465 Internship (3)

Comm 466 (Comm 465) Internship (4)

Comm 467 (Comm 465) Internship (6)

A supervised off-campus work project with an approved agency. Through the internship, students gain practical skills, employment contacts, and work experience. Students have worked with national networks, television and radio stations, newspapers, public relations and advertising agencies, state government, and video production organizations. Permission of the Director of the Mass Communication Program is required for registration.

Comm 471 (Comm 413) Newspaper Practicum (1)

Comm 472 (Comm 413) Newspaper Practicum (2)

Comm 473 (Comm 413) Newspaper Practicum (3)

Students gain practical skills and work experience with the campus newspaper, The Campbell Times. Staff members serve in editorial, reporting, or sales positions. Permission of the adviser is required for registration. No student may earn more than nine hours of credit in this practicum.

Comm 476 (Comm 412) Yearbook Practicum (1)

Comm 477 (Comm 412) Yearbook Practicum (2)

Comm 477 (Comm 412) Yearbook Practicum (3)

The University's yearbook, Pine Burr, is produced in this course. Students gain practical skills and experience on the yearbook staff through editorial and reporting positions. Permission of the adviser is required for registration. No student may earn more than nine hours of credit in this practicum.

Comm 481 Broadcast Practicum (1)**Comm 482 Broadcast Practicum (2)****Comm 483 Broadcast Practicum (3)**

An advanced, supervised work project in an on-campus telecommunication agency. Through the project, students develop and refine specialized broadcast-related skills. Typical projects include the development of audio and video projects and management positions with the campus radio station. Permission of the Director of the Mass Communication Program is required for registration.

Communication/Advertising Courses**Cadv 251 Media Buying (3)**

This course will cover audience estimates and the purchasing of media space and time. Includes the study of survey research, frequency and quintile distribution, interpretation of statistical data, demography, and psychographics.

Cadv 213 Introduction to Advertising (3)

This course will expose the students to the basics of advertising; history, theory, practice, and ethics. The students will also examine types of advertisers and methods of advertising.

MATHEMATICS/COMPUTER SCIENCE**MATHEMATICS**

Professors: Dr. Norwood (Chairman), Dr. Taylor

Assistant Professors: Mr. Thomas, Mrs. Todd, Dr. Yang (Adjunct)

Instructor: Mrs. Fugitt, Miss Walker (Adjunct)

Requirements for the Bachelor of Science Degree with a major in Mathematics

The candidate must complete at least 39 semester hours in approved mathematics courses with a "C" average or better. The candidate may select Mathematics 112, 122, and 160. All other mathematics courses counting toward the major must be 200 level or above. Students may receive advanced placement for Mathematics 112, 122, 160, and 223.

Requirements for a Minor in Mathematics

A student must complete 18 semester hours of mathematics with a "C" average or better. These courses must include Mathematics 122, 223, 224, and two additional approved courses numbered above 224.

Requirements for Teacher Certification in Mathematics

A student who desires certification for teaching mathematics in the secondary schools must include, in his major, courses in linear algebra, geometry, probability and statistics, modern algebra, and computer science. The student should also complete eight semester hours in physics or chemistry.

PRE-ENGINEERING

Campbell University offers a two-year program in pre-engineering. The program has been approved by the Subcommittee on Engineering Transfer for transfer to the engineering programs at North Carolina A&T State University, North Carolina State University, and the University of North Carolina at Charlotte.

General requirements: Mathematics 122, 223, 224, 273, 337

Chemistry 111, 113

Physics 251, 252

English 111, 112

Physical Education 111, 185

Electives 21 hours

General College Mathematics Requirement

Successfully complete Mathematics 122 or two mathematics courses numbered 111 and above as selected by the major department (one course may be selected from CIS 125, CSC 275, CSC 111, or Phil 221).

Advanced Placement

Advanced placement is determined on an individual basis and will be contingent upon successful completion of a higher-level course with a “C” or better. Students completing Mathematics 122 may also receive major credit for Mathematics 112. Students completing Mathematics 224 may also receive major credit for Mathematics 112 and 122. Students completing Mathematics 224 may also receive major credit for Mathematics 111, 112, and 223. Students taking Mathematics 335 may also receive major credit for Mathematics 160. Those interested in advanced placement should make inquiry in the Mathematics/Computer Science Department.

110. Fundamentals of Mathematics (3)

(Credit in Math 110 does not satisfy the General Mathematics requirement. If a student has credit in any other mathematics course, he may not enroll in Mathematics 110). Basic skills are emphasized—addition, subtraction, multiplication and division of fractions; rules of exponents; solving linear and quadratic equations; graphs; “word” problems.

111. Algebra (3).

(Credit in Math 111 is not allowed if student has credit in Math 122). A basic study of logic, structure, and foundations of algebra. Major topics include functions, inequalities, equations, roots, radicals, and exponents.

112. Trigonometry (3).

A study of trigonometric functions, derivation of formulas, the solution of right and oblique triangles with practical applications, solving trigonometric equations, and verifying trigonometric identities. Other topics include vectors, complex numbers, and logarithms. Prerequisite: Proficiency in algebra and geometry

122. Analytic Geometry and Calculus I (4).

Topics include: directed distance, slope of straight line, equations of a line, angle between two lines, conic section, functions of one variable, graphs of functions, limits, continuity, derivatives, differentials, related rates, maximum and minimum problems, Rolle's and mean value theorems, integration, area, properties of the definite integral, and application of the definite integral. Prerequisite: Math 112 or by permission

140. Applied Mathematics (3).

Designed for business majors. The course includes topics from matrices, linear programming, game theory, logarithms, and mathematics of management.

160. Elementary Statistics (3).

Emphasis on statistical inference beginning with a study of elementary probability and continuing to "decision making" through topics that include mean, standard deviation, analysis of variance, regression analysis, and hypothesis testing.

203. Mathematics Principles (3).

The course includes material from the areas of algebra, geometry, statistics, probability, and the International System of Units. Prerequisite: Math 111 and high school geometry

223. Analytic Geometry and Calculus II (4).

Topics include: Differentiation and the integration of logarithmic, exponential, trigonometric, inverse trigonometric, and rational functions, and other special forms, approximating definite integral, polar coordinates, polar and Cartesian equations of conic sections, and hyperbolic functions. Prerequisite: Math 122

224. Analytic Geometry and Calculus III (4).

Topics include: vectors in a plane, dot product, derivative of vector value functions, arc length, velocity vector, acceleration vector, unit tangent and normal vectors, curvature, indeterminate forms, improper integrals, vectors in three dimensions, cross product, lines in space, surfaces and revolution, limits of functions of two or more variables, continuity, partial differentiation, double and triple integrals and series. Prerequisite: Math 223

273. Introduction to PASCAL (3).

An introduction to the basic concepts of programming in PASCAL. Prerequisite: Math 112 or permission.

275. Introduction to FORTRAN.

An introduction to the basic concepts of programming using FORTRAN.

333. Linear Algebra (3).

A study of the basic properties of matrices, properties of determinants, rank of a matrix, equivalent matrices, inverse of a matrix, vectors and vector spaces, linear transformations, linear operators, unit and orthogonal transformations, characteristic equations and roots, minimum polynomial, bilinear, quadratic, and hermitian forms. Prerequisite: Math 122

335. Introduction to Probability and Statistics (3).

A study is made of mathematical models of random phenomena, mean and variance of probability law, law of large numbers, algebra of expectations, frequency distribution, generating functions, correlation, regression, analysis of variance, and hypothesis testing. Prerequisite: Math 223

337. Differential Equations (3).

Topics include: Methods of solution of first-order linear differential equations, higher-order linear differential equations, higher-degree differential equations, and special differential equations; operators; Laplace transforms; and applications. Prerequisite: Math 223

375. C-Language (3).

An introduction to the fundamental concepts of programming in the C-Language. Prerequisite: Either Math 273 or 275 or permission of the instructor

376. Introduction to Numerical Methods (3).

Concerned with the practical solution of problems on computers. Prerequisite: Math 273 or 275, Co-requisite: Math 224. Math 333 recommended.

441. Introduction to Modern Abstract Algebra (3).

A study of the number system, groups, rings, integral domains, and fields. Prerequisite: Math 122, junior standing.

443. Topics in Geometry (3).

An integrated course which includes set theory, logic, a critical study of Euclidean geometry from modern postulational systems and a comparison of Euclidean geometry to elliptic, hyperbolic, and projective geometries.

445. Advanced Calculus (3).

An introduction to analysis beginning with a review of the calculus of functions of a single variable, and continuing with a study of vectors, differential calculus of functions of a single variable, and continuing with a study of vectors, differential calculus of functions of several variables, and vector differential calculus. Prerequisites: Math 224 and Math 333

453. Methods of Teaching Mathematics (1 1/2).

A study of methods of teaching mathematics in the secondary school. A course in general methods is also required.

501. Topics in Math for Elementary Teachers.

Selected topics in mathematics include algebra, geometry, probability, trigonometry. For Elementary (K-4; 4-6; 6-9) Education Majors only.

510. Topics in Geometry.

Proportion and indirect measure, similarity, taxicab geometry, and construction are included in the topics to be covered. This course is open to elementary teachers with a concentration in mathematics. Also open to Advanced Undergraduates and Graduate Students.

522. Number Theory.

This course includes divisors and prime numbers, congruences, Euler's O-function, Diophantine equations, Pythagorean triplets, quadratic reciprocity, and continued fractions. Open to Advanced Undergraduates and Graduate Students.

535. Probability and Statistics

Topics from probability, random variables, expectation, random sampling, tests of hypothesis and regression. Open to Advanced Undergraduates and Graduate Students.

540. Introduction to Topology.

A study of the basic concepts of general topological space including such topics as compactness, product spaces, connectedness, metric spaces, and continuous functions. Open to Advanced Undergraduates and Graduate Students.

COMPUTER SCIENCE

Requirements for a Major in Computer Science

The candidate must complete Computer Science 111, 112, 211, 212, 275 or 375, 311, 335, 340, 376, 411, and 412 with a "C" average or better. The candidate must also complete Mathematics 122, 223, 224, 333, and 335. Recommended Mathematics 337 and 441. Students may receive advanced placement.

Requirements for a Minor in Computer Science

To receive a minor in computer science, a student must successfully ("C" average on required courses) complete Math 122 and 18 hours of computer science courses including CSC 111, CSC 112, CSC 211, CSC 212, CSC 311, and a second computer language.

Requirements for Teacher Certification in Computer Science

Those students who inform the Mathematics/Computer Science Department of their intention to minor in Computer Science prior to the completion of 9 semester hours of Computer Science courses will receive a programming certificate when they successfully complete all requirements of the minor.

111. Introduction to Programming Using Pascal (3).

An introduction to the basic concepts of programming using Pascal.

112. Programming Concepts (3).

A continued study of Pascal where emphasis is placed on good programming habits. The student is exposed to the options available in a high-level programming language through writing various programs. Prerequisite: CSC 111

211. Assembly Language (3).

This course covers computer organization, operation, and data representation. Emphasis will be on writing programs in an assembly language. Prerequisite: CSC 111

212. Operating Systems (3).

This course covers the development of operating systems, CPU scheduling, memory management, file systems, disk scheduling, I/O devices, processing of data sets.
Prerequisite: CSC 211

275. Introduction to Fortran Programming (3).

An introduction to the basic concepts of programming in Fortran.

311. Data Structures (3).

This course covers algorithms associated with data structures. Topics include list, stacks, queues, arrays, strings, trees, double-linked list, and multi-linked structures.
Prerequisite: CSC 112

335. Operations Research (3).

An introduction to the methods and procedures of operations research. Topics include statistical analysis, simulation, mathematical modeling, probability theory, and reliability.

340. Discrete Mathematics (3).

This course covers the following topics: sets, symbolic logic, relations, functions, mathematical induction, recurrence equations, trees, spanning trees, and graph theory.

375. Introduction to C-Language Programming (3).

An introduction to the basic concepts of programming in the C-Language.

376. Introduction to Numerical Methods (3).

This course is concerned with the practical solution to problems on computers.
Prerequisite: CSC 111 or 275, Co-requisite: Math 224. Recommended Math 333.

411. Computer Organization and Logic (3).

This network-oriented course covers the following topics: logic circuits, organization of computer components, and computer systems.

412. Theory of Programming Languages (3).

A comparison of existing programming languages including the design and structure of the programming languages.

MUSIC

**Associate Professors: Dr. Elmore, Ms. Horton, Dr. Piper,
Dr. Scarborough**

Assistant Professors: Dr. Brown, Mr. Carter

**Part-Time Instructors: Ms. Scoggin, Ms. Hudson, Ms. Kelly,
Mr. Deane, Mrs. Negrete**

Admission to the Department of Music requires an audition and placement tests in Music Theory and, for the non-keyboard major, in piano.

Study on a major instrument is required each semester, for which (2) credit hours is received; study on the minor instrument for one (1) hour credit is required each semester until the desired level of proficiency is reached. For the non-keyboard major the second instrument is piano. Participation in Choir, Choral Society, or Wind Ensemble is required each semester except the Music Education and Church Music programs during the Student Teaching and Practicum semesters. A minimum of seven hours in ensembles is required for graduation.

Candidates for graduation must have an overall "C" average on all college work attempted and a grade of "C" or better on each course required in the major area.

The following courses are required of all music majors: 101, 102, 103, 104, 132, 133, 201, 202, 203, 204, 221, 331, 332, and 432. Completion of 101-104 eliminates four hours of the natural science requirement of the General College Curriculum.

Music Education (Vocal-Keyboards) requirements include the following music courses in addition to those required of all majors: 222, 263, 264, 265, 266, 267, 421, 422, and 453. Half recital the senior year. Total number of hours: 132.

Music Education (Instrumental) requirements include the following music courses in addition to those required of all majors: 263, 264, 265, 266, 267, 323, 401, 423, 453, and minor applied instrument (wind). Half recital the senior year. Total number of hours: 132.

Church Music requirements include the following music courses in addition to those required of all majors: 222, 322, 326 or 327, 427, 428, 429, 437, and 457. The following religion courses are required in the Church Music curriculum: 101, 202, 212, 222, 224, and 226. One half recital the senior year. Total number of hours: 132.

Composition requirements include the following music courses in addition to those required of all majors: 190, 191, 222, 263, 264, 265, 266, 291, 302, 391, 401, 402, 491. One half recital on the major instrument the sixth semester, and one half recital in Composition required the eighth semester. Total number of hours: 129.

Requirements for the Comprehensive Music curriculum include the following in addition to those required of all majors: 222, 302, and 401. Electives may be chosen from any subject area. Half recital the senior year. Total number of hours: 128.

Piano Pedagogy requirements include the following music courses in addition to those courses required of all majors: 222, 302, 324, 325, 333, 334, 425, 426, 433, 434, 435, and 436. Half recital the senior year. Total number of hours: 130.

Prerequisites: Music 101 and 102 are prerequisites to all credit music courses except the following: 131, 132, 133, 321, 437, Music Ensembles, and Applied Music. Music 201, 202 are prerequisites to the following: 302, 331, 332, 401, 402, 432, and 457. Music 101, 102, and 201 are prerequisites to 190. Music courses 190, 191, 291, 391, and 491 must be taken in sequence. History 111 and 112 are prerequisites to Music 331. Exceptions to the above must be made with the consent of the instructor and the Chairman of the Department.

A minor in music includes Music 101, 102, 132, 133, 221, four hours of ensemble, three hours of applied music, one additional three-hour music lecture course and two informal recitals.

101. Introduction to Theory (2).

The basic rudiments of music, including scales, intervals, primary triads, melody, and rhythm, with written and keyboard application. Brief consideration of the acoustics of music.

102. Introduction to Sightsinging and Ear Training (2).

Aural skills of music, including scales, intervals, primary triads, melody, harmony, and rhythmic dictation on the elementary level.

103. Elementary Tonality (2).

Continued study of elementary music theory including melody, non-harmonic tones, secondary chords and inversions, modulations, and simple forms with written and keyboard application.

104. Sightsinging and Ear Training (2).

Continuation of aural skills of music, including scales; intervals, primary and secondary triads; nonharmonic tones; melodic, harmonic, and rhythmic dictation on the upper-elementary level.

131. Music Appreciation (3).

An introduction to music through a rudimentary understanding of the principles of form and the elements of music. Various styles and types of vocal and instrumental works are studied. Historical and cultural backgrounds are included to show their influence on musical development from Gregorian Chant to the present.

132-133. Music Literature (1,1).

A study of basic vocabulary, forms, periods, and styles of music. An introduction to music literature for freshman music majors.

161-162. Class Piano-Elementary (1,1).

Class instruction in piano, elementary level.

201-203. Advanced Tonality (2,2).

A continuation of Music 103. Included in this study are seventh chords, altered chords, modulation, chromatic harmony, and the keyboard application of the principles studied.

202-204. Advanced Sightsinging and Ear Training (2,2).

A continuation of Music 104. Advanced sightsinging and ear training.

221. Conducting (2).

A study of basic conducting techniques.

222. Choral Conducting and Materials (2).

A study of choral rehearsal techniques, literature, and materials appropriate for junior and senior high school choral groups and church choirs. Prerequisite: Music 221.

222-L. Choral Conducting Laboratory (0).

Practical application of conducting techniques.

263. Woodwind Methods (1).

Study and practical application of the techniques of teaching and playing the flute, oboe, clarinet, saxophone, and bassoon. Designed for Music Education majors.

264. Brass Methods (1).

Study and practical application of the techniques of teaching and playing the trumpet, horn, trombone, euphonium, and tuba. Designed for Music Education majors.

265. String Methods (1).

Study and practical application of the techniques of teaching and playing violin, viola, cello, and double bass. Designed for Music Education majors.

266. Percussion Methods (1).

Study and practical application of the techniques of teaching and playing percussion instruments including snare drum, timpani, keyboard, accessories, and drum set. Designed for Music Education majors.

267. Introduction to Electronic Music (1).

A survey of the history of electronic music. Practical application of the basic techniques of tape manipulation and elementary electronic music production. Required of Music Education majors.

302. Tonal Counterpoint (3).

A study of eighteenth-century contrapuntal techniques with emphasis on the style of Bach. Linear and vertical aspects and the analytical study of contrapuntal procedures and devices, creatively applied in progressive exercises.

321. Music for the Classroom Teacher (3).

The methods and materials used by the classroom teacher in presenting music in the elementary grades, including a review of the basic rudiments of music. Development of basic performance skills on the piano, autoharp, and the Orff instrumentarium is provided. (Not offered to music majors.)

322. Advanced Choral Conducting (2).

A study of advanced choral techniques and literature. Special emphasis given to cantata literature. Prerequisites: Music 221, 222

322-L. Advanced Choral Conducting Laboratory (0).

Practical application of advanced conducting techniques.

323. Instrumental Conducting (2).

Review of basic conducting techniques. Study of appropriate literature for public school ensembles. Emphasis on score reading and baton technique. Prerequisite: Music 221

324. Elementary Piano Pedagogy (3)

A study of the methods and materials for teaching piano on the elementary level, including observation of private and class piano.

325. Advanced Piano Pedagogy (3).

A study of the methods and materials for teaching piano on the intermediate and advanced levels, including observation of private and class piano.

326. Service Playing (1).

Techniques and materials used in playing for church services. The course is for the Church Music major whose principal instrument is organ. (Other keyboard majors admitted by permission of the instructor and the Chairman of the Department of Music.)

327. Organ Nomenclature (1).

An introduction to the characteristics of the organ and the technique of organ playing. For the Church Music major whose principal instrument is not organ.

331. Music History to 1750 (3).

A chronological study of the development of western music from its origins with emphasis on the growth of musical concepts. Study of composition techniques, styles, and the analysis of musical forms. Interrelation of music, painting, sculpture, literature, and architecture.

332. Music History 1750-1900 (3).

Consideration of literature, forms, and tonal concepts which emerge. Score analysis. Integration of literature, painting, sculpture, and architecture with music.

333. Clavier Literature 1550-1750 (2).

Survey of composers and their works written for the harpsichord and clavichord during the Renaissance and Baroque eras.

334. Piano Literature 1750-1900 (2).

Survey of composers and their major piano works during the Classical and Romantic eras.

401. Orchestration (2).

The study, techniques, and history of arranging for orchestra, band, and heterogeneous groups. Major project for full ensemble required.

402. Forms and Analysis (3).

A study of small and large forms from choral, piano, and symphonic literature.

421. Music Methods in the Elementary School (3).

A study of techniques of teaching, particular problems, and appropriate materials for elementary grades: the general music class, suitable song materials, the child voice, creativity, rhythmic activities, directed listening, elementary music theory and performance on simple instruments, such as recorder, autoharp, and the Orff instrumentarium. Laboratory experience in the public schools and University preschool music class constitutes part of the program.

422. Music in the Junior and Senior High School (2).

A study of techniques of teaching, particular problems, and appropriate materials in this age group (12-18); the general music class, the adolescent voice, organization of

the choral program and suitable song materials. Laboratory experience in the schools constitutes part of the program.

423. Instrumental Music in the Public Schools (2).

A study and practical application of the techniques of teaching public school instrumental music. Includes marching band techniques, elementary methods, instrument repair, survey of literature and materials, and the organization and maintenance of a public school instrumental program. A section on general music is also included in this course.

425-426. Supervised Teaching of Piano (3,3).

Experience with teaching piano at various levels, under the guidance and observation of the instructor.

427. Music for Children (3).

A study of the philosophy, organization, and appropriate materials for the church music program for children, preschool through age 12: particular problems, implementation of the church music program, the child voice.

428. Music for Youth and Adults (3).

A study of choral literature materials and techniques that are appropriate for use with youth and adult church choirs.

429. Church Music Philosophy and Administration (3).

Consideration of the principles and practice of the music ministry. Organization and methods used in promoting a well-rounded program of music. Definition of objectives and philosophy of the music program. A management approach to the administrative task designed to introduce those principles which should be involved in working with the total church staff and in guiding the work of others.

432. 20th Century Music Literature and Theory (3).

A study of music literature of the twentieth century; trends, "isms," from the Post-Romantic to the present. Analysis and application of composition techniques of selected composers.

433. 20th Century Piano Literature (2).

Survey of composers and their major works composed for piano during the 20th Century.

434. Piano Literature (Chamber Music) (2).

A survey of composers and their major works composed for piano combined with other instruments in Chamber Ensemble.

435-436. Piano Ensemble (1,1).

A study and performance of literature for piano ensemble at one, two, or more pianos.

437. Hymnology (3).

The historical and systematic study of poetic hymns and metrical tunes including the contributions of various ethnic groups to the body of Christian hymnody. Role of

hymn literature in worship and evangelism as found in the liturgy of various Christian denominations.

438. Service Music and Solo Literature (1).

Exploration of the historical background of types of music used in the major worship traditions. Examination of published music with emphasis on the ideal use in corporate worship. Composition of music intended to aid in leading the individual to a satisfying worship experience.

453. Music Methods and Materials (1½).

Correlated with Education 453. Designed for music education students in the “block.” Includes discussion of procedures and problems particularly applicable to music education, as well as discussion of problems of student teaching. Advanced conducting included for the instrumental major.

457. Practicum in Church Music (4).

Conducted on a part-time basis during the final semester of college work. The student observes, aids, and ultimately assumes charge of rehearsals and music in the worship service.

461. Recital (1).

Senior year, 50 minutes of music with program notes. Prerequisite: Junior recital with 25 minutes of music

Ensembles

441. Campbell University Choir (1).

Open to sophomores, juniors, and seniors by consent of the director, based on competitive tryouts. Concerts on campus and out-of-town, including Spring Tour. Performance of secular and sacred choral music. The major University Choral Ensemble.

442. Campbell Singers (1).

Open to all students by consent of the director. Emphasis on Renaissance, Baroque, Contemporary, Classical, and popular music.

443. Campbell University Choral Society (1).

Open to all students, faculty, and community people with consent of the director. Performance of secular and sacred music.

452. Chamber Ensemble (1).

Open to all students and faculty with consent of the director.

454. Jazz Ensemble (1).

Open to all students and faculty with the consent of the director.

455. Brass/Percussion Ensemble (1).

Open to all students and faculty with the consent of the director.

456. Wind Ensemble (1).

Concentration on original wind ensemble and band literature. Major University

instrumental organization. Open to all students and faculty with the consent of the director. Concerts on campus and out-of-town.

458. Percussion Ensemble (1).

Open to all students and faculty with the consent of the director.

Applied Music

Private instruction is offered on the instruments listed below. One-half hour of instruction per week earns one semester hour of credit; one hour of instruction per week earns two semester hours of credit. Non-music students may receive credit on the same basis as Music majors by permission of the Chairman of the Music Department.

- 071, 171, 271, 371, 471. Piano
- 072, 172, 272, 372, 472. Organ
- 073, 173, 273, 373, 473. Voice
- 074, 174, 274, 374, 474. Flute
- 075, 175, 275, 375, 475. Oboe
- 076, 176, 276, 376, 476. Bassoon
- 077, 177, 277, 377, 477. Clarinet
- 078, 178, 278, 378, 478. Saxophone
- 079, 179, 279, 379, 479. Percussion
- 081, 181, 281, 381, 481. Trumpet
- 082, 182, 282, 382, 482. French Horn
- 083, 183, 283, 383, 483. Trombone
- 084, 184, 284, 384, 484. Euphonium
- 085, 185, 285, 385, 485. Tuba
- 086, 186, 286, 386, 486. Violin
- 087, 187, 287, 387, 487. Viola
- 088, 188, 288, 388, 488. Violoncello
- 089, 189, 289, 389, 489. Double Bass

Composition

These courses aim to develop the student's ability and technique in musical composition and explore the concept of musical language and rhythm. Taught as applied music.

190. Composition I (2).

An introduction to compositional styles with a concentration on early 20th-century music including impressionism, free tonality, modal writing, and pandiatonicism.

191. Composition II (2).

Further study of 20th-century composition with the emphasis on polychords, polytonality, clusters, and heightened chromaticism.

291. Composition III (2).

Examination of 12-tone and serial compositional techniques—Avant garde music is also explored.

391. Composition IV (2).

Study of electronic music from simple tape manipulation to computer music.

491. Composition V (2).

Major concentration on developing the student's own style, being eclectic from previous course work.

PHYSICAL EDUCATION AND SPORT MANAGEMENT

**Associate Professors: Dr. Freeman (Chairman), Dr. Acanfora,
Mr. Carr**

Assistant Professor: Mr. Lee

Instructors: Ms. Watkins, Ms. Millsaps, Mr. Miller, Mr. Johnson

The Department offers a diverse selection of activity courses as well as teaching- and business-oriented major programs to prepare students for work in the sport, fitness, and wellness fields. Each major program includes cognate courses in other departments and on-site work experiences as part of the program.

Department course numbers were changed in 1990. The old course numbers are listed in parentheses (211), if the new numbers are different. Activity courses are listed as PE, while major courses are listed as PESM.

All non-majors must take PE 185 and one semester hour of activity course(s) to meet their General College requirement. All students in physical education classes must wear the designated uniform and shoes appropriate to the activity. Uniforms may be purchased at the bookstore.

General College Courses*

185. Foundations of Physical Fitness (2).

Required of all non-majors. Guides the student in developing a personal fitness program. Classroom lectures provide the principles underlying a conditioning program. Lectures are supplemented by activities using a variety of fitness methods. Prerequisite: A completed physical examination on file at the Infirmary.

111-112. Elective Activity Courses (½ or 1).

One semester hour required of all non-majors. Emphasis on developing skills to enjoy and gain health benefits from the activity. The following activities are offered at the beginning, intermediate, and advanced levels. New courses will be added to reflect student interests.

Badminton	Golf
Basketball	Gymnastics
Dance, Aerobic	Jogging
Dance, Social	Marksmanship **
Dance, Square	Mountaineering **
Fitness, Nutrition, and Weight Control	Orienteering **

Rappelling **
 Relaxation Techniques
 Scuba **
 Self-Defense **
 Skiing
 Soccer
 Softball
 Strength Training

Swimming
 Lifeguard Training
 Water Safety Instructor
 Tennis
 Track and Field
 Triathlon
 Volleyball
 Wrestling

* Any individual unable to participate successfully in either a walk program or a run/walk program may meet the General College physical education requirement by taking PESM 203 and a one-hour course in an appropriate activity. The request for this exception is made through the University Infirmary to the Department Chairman.

** Offered through the Department of Military Science

Explanation of Swimming Course Prerequisites

- I. Beginning Course
 - A. No swimming skill is required.
 - B. The course is designed for the nonswimmers and students who cannot pass the intermediate course requirements.
- II. Intermediate Course
 - A. The student can swim 25 yards on his/her back.
 - B. The student can swim 25 yards using the crawl stroke.
 - C. The student can dive from the deck and swim 15 feet underwater.
- III. Advanced Course
 - A. The student can swim 50 yards without stopping, using the backstroke.
 - B. The student can swim 100 yards without stopping, using a fully coordinated sidestroke, breaststroke, or crawl stroke.
 - C. The student can perform survival floating for 5 minutes.
- IV. Lifeguard Training
 - A. The student can swim 500 yards without stopping.
 - B. The student has current First Aid and CPR certificates.
- V. Water Safety Instructor
 - A. The student has IHSE.
 - B. The student has either Lifeguard Training or Emergency Water Safety.

Professional Curriculum

Major Programs

Physical Education
 Physical Education
 with Teacher Certification

Sport Management
 Fitness/Wellness Management
 Pre-Physical Therapy

Endorsements

Sport Coaching
Sport Business

Second Teaching Area Endorsements

Physical Education

Minor

Physical Education

Program Requirements:

The **Student Handbook** of the Department contains all course requirements and details of each program. It is available at Carter Gym, Room 100. The summarized course requirements for each program are as follows:

Physical Education Major: PESM 131, 132, 201, 202, 231, 237, 336, 425, 426, 431, 432, 451; Cognate: 18-21 hours in Business or Science (see Handbook).

Physical Education Major with Teacher Certification: PESM 131, 132, 201, 202, 231, 237, 336, 338, 339, 340, 425, 426, 431, 432; Educ 221, 341, 440 or 441, Teaching Block (431, 452, 454, 458.) See Handbook for other requirements.

Sport Management Major: PESM 131, 201, 202, 231, 237, 336, 425, 426, 431, 432, 492; Cognate: Acct 213, Bus 200, 313, 331, 332, Econ 224, Comm 211, Dram 115, H Ec 227, Psc 232.

Fitness/Wellness Management Major: PESM 131, 201, 202, 231, 237, 338, 425, 426, 431, 432, 451, 452, 492, 494, CPR; Cognate: Acct 213, Bus 200, 313, 331, 332, Econ 224, Comm 211, H Ec 227, Psc 232.

Pre-Physical Therapy Major: PESM 131, 201, 202, 231, 237, 338, 425, 426, 431, 432, 451, 492, CPR; Cognate: Biol 111, 112, 221; Chem 111, 113, Phys 221, 222, H Ec 227, Math 160, Psc 232.

Sport Coaching Endorsement: PESM 201, 231, 237, 251, 336, 451, either 425 or 426; two of 241-247; Biol 221.

Sport Business Endorsement: PESM 201, 202, 237, 336, 431, either 131 or 132; Acct 213, Bus 200, 313, 331, 332, Econ 224.

Physical Education Minor: PESM 131, 201, 202, 237, 336, 431, either 425 or 426; Biol 221.

Physical Education (Second Teaching Area Endorsement): Teacher Certification in major field, plus PESM 132, 201, 237, 338, 339, 340, 431; 336 is recommended.

Major Courses

131 (111-119). Fitness Skills and Principles (3).

Stretching, weight-training, walking/jogging, dance exercise, swimming, cycling, racquet sports (tennis, badminton, racquetball)

132 (111-119). Sport Skills and Principles (3).

Tumbling, gymnastics, volleyball, basketball, soccer, track and field, softball

PESM 131-132 are laboratory courses for physical education majors, with emphasis on performance skill development. The instructors integrate teaching progressions into the acquisition of skills. Classes meet six hours per week for the semester. Majors who cannot pass the swimming test will take a beginner swimming class.

201 (100). Introduction to Physical Education and Sport Management (3).

An introduction to the Department's major courses of study. Overview of the professional areas of physical education and sport, emphasizing historical, philosophical, and socio-psychological foundations and their implications for today's society. Includes study of current issues, problems, ethical concerns, careers, and future directions of the field.

202 (Health 211). Lifetime Health (3).

Emphasis on the impact of fitness and wellness in everyday lives within the school and community by participating in the proper exercise and nutritional programs. For majors only.

203 (Health 111). Health for the College Student (2).

Emphasis on contemporary health problems of college students. Promotes understanding of the needs of the individual and the community.

224A (Health 444A). First Aid for Elementary Teachers (2).

The basic principles of first aid in relation to elementary school classroom and playground situations. For Elementary Education majors only.

224B (Health 444B). CPR Certification (1).

Practical use of cardiopulmonary resuscitation when cardiac arrest is encountered. Students are certified for the one- and two-person procedure and reviving an infant. Includes proper use of the Heimlich maneuver for victims of choking.

231 (236). Motor Development and Learning (3).

Studies development of motor skills from infancy through adolescence with emphasis on: (1) the sequential process of motor behavior; (2) factors influencing skill development, and (3) optimal conditions for motor-skill development.

237. Introduction to Sports Medicine (3).

Theory and practice of training and conditioning, including cardiovascular and cardiorespiratory fitness. Covers prevention and treatment of major injuries to the body.

241-247. Theory of Coaching (2).

Methods and materials of seasonal planning, training, officiating and game strategy in each sport.

PE 241. Baseball

PE 242. Basketball

PE 243. Football

PE 244. Soccer

PE 245. Softball

PE 246. Track and Field

PE 247. Volleyball

251. Sports Officiating (2).

Principles and practices of officiating in major sports. Intramural sports used as lab experiences.

334. Elementary School Physical Education and Health (3).

An investigation of the principles, practices, and procedures of teaching physical education in the elementary school with emphasis on curriculum development and methods and materials involved in teaching. Replaces HE 333 and PE 334. For Elementary Education majors only; offered each semester and in the first summer session.

336. Sport Coaching Principles (3).

Basic principles of coaching youth sports from the elementary grades through the high school level. Includes an overview of philosophy and ethics, physiology, biomechanics, psychology, and sports medicine. Emphasis on providing a healthy, enjoyable sports experience at an appropriate level of training.

338 (335). Adapted Physical Education (3).

Teaches the modification of physical activities for people with disabilities preventing their unrestricted participation in vigorous activities. Includes study of the social and psychological problems of mainstreaming.

339 (336). Movement Experience for Children (3).

Studies the overall development of children in grades K-6. Emphasizes planning movement experiences based on individual needs. Includes observation and teaching experience in an elementary school. Prerequisite: PESM 231

340. Teaching Physical Education and Health (3).

Covers the needs of students (Grades 7-12) in physical education and health. Students learn and analyze appropriate activities, plan instructional units, and develop yearly programs. Prerequisite: PESM 231

425 (325). Biomechanics (3).

Studies the mechanics of motion applied to human movement, fitness, and sport skills. Math 111 is recommended before taking this course. Prerequisite: Biology 221

426 (425). Exercise Physiology (3).

Studies the response and adaptation of the body to exercise. Includes effects of diet, environmental conditions, and gender. Prerequisite: Biology 221

431 (331). Program Management (3).

Studies the principles of managing physical education, intramural, and athletic programs, and sport and fitness businesses. Topics include facility management, human relations, staff motivation, legal liability, scheduling, staffing, and related duties of facility managers, physical educators, athletic directors, and coaches.

432 (332). Measurement and Evaluation (3)

Introduces methods of testing and measuring cognitive, affective, and psychomotor performance. Includes elementary statistical procedures. Math 111 or 160 is recommended before taking this course.

451 (350). Design of Physical Activity Programs (3).

Studies the principles of designing physical-activity programs. Topics include health, cardiovascular endurance, muscular endurance, strength, flexibility, body weight, fitness training, age factors, and sex differences. Prerequisite: Biology 221, PESM 231

452 (352). Exercise Prescription (3).

Advanced study of designing exercise programs in the Fitness/Wellness work setting. Students design programs for and monitor progress of real subjects. Prerequisites: Biology 221, PESM 231, 451

490. Directed Study (3).

On-campus work experience appropriate to the major course of study. Arranged through the Department Chairman. Requires permission of Adviser and Chairman.

492. Practicum (3). Beginning on- or off-campus work experience appropriate to the major course of study. Prerequisites: See Major's Handbook.

494 (401). Internship (6).

Supervised field experience in off-campus sport or fitness business setting. Work is performed under a contract signed by the student, the Chairman, and a representative of the sponsoring business. May be taken at any time in the calendar year, if arranged by the start of the appropriate academic term. Prerequisites: See Major's Handbook.

RELIGION AND PHILOSOPHY

Professors: Dr. Cogdill (Chairman), Dr. Wallace

Associate Professors: Dr. Martin, Dr. Penny

Assistant Professor: Dr. Fleming

Part-Time Professor: Dr. Keyser

Objectives of the Religion and Philosophy Department

- A. To offer required courses in the basic curriculum designed to acquaint students with their Judeo-Christian and Western philosophical heritage.
- B. To offer advanced elective courses in religion, Christian ministries, and philosophy for those students who desire to explore, beyond an introductory level, specific subjects due to personal interest.

- C. To offer concentrations and/or minors in religion and philosophy for those students who have more intense personal and academic interests in such areas of study.
- D. To offer a Bachelor of Arts degree with majors in religion, in religion and Christian ministries, and in religion and philosophy as pre-seminary and/or prevocational preparation for students entering a religious or church-related vocation or otherwise desiring to major in religion.

Religion/Philosophy Requirements in the General College Curriculum

Candidates for degrees requiring three hours of religion must take Religion 101. Candidates for degrees requiring six hours of religion must take Religion 101 (prerequisite for other religion courses) and a second course from the 200- and 300-level religion courses.

Religion and/or philosophy courses count toward fulfilling the social science/humanities option requirement of three hours. Moreover, Philosophy 221 (Logic) can count as three of the six hours required in mathematics. Philosophy courses do not count toward fulfilling the religion requirement unless they are cross-listed as religion.

Other Vocations Scholarship Requirements

All students receiving scholarships from Campbell University because of their church-related vocations commitment are required to take an average of one religion course each semester while enrolled at the University. Students should see the Dean of Admissions for further information concerning such scholarships. A \$500.00 scholarship is available to all students declaring religion as a major.

Requirements for the Bachelor of Arts Degree with a Major in Religion

Some students who major in religion will choose to follow a general course of study without selecting a ministry specialization. Such students will complete a curriculum which consists of thirty-seven hours of religion beyond the General College Curriculum requirements. Normally, the religion major will satisfy the General College Curriculum requirements by taking Religion 101 (Introduction to the Bible) and 226 (Introduction to Church Ministries) and Philosophy 121 (Introduction to Philosophy.) Included in the thirty-seven hours for the major are the following:

- A. A departmental core of twelve semester hours consisting of two courses selected from Religion 201, 202, or 212 and both Religion 222 and 224.
- B. Six semester hours of Biblical Studies selected from the following: Religion 302 (Prophetic Literature), 304 (Poetic and Wisdom Literature), 313 (Teachings of Jesus), 314 (Paul), and 317 (John).
- C. Three semester hours from each of the following areas:
 - 1. Historical Studies: Religion 334 (American Christianity), 335 (Baptist History), 336 (General Church History).

2. Theological Studies: Religion 321 (Contemporary Theology), 323 (Philosophy of Religion), 324 (Ancient and Medieval Philosophy), 325 (Modern Theology/Philosophy).
 3. Religion and Society Studies: Religion 340 (Family), 344 (Sociology of Religion).
- D. Six additional hours of religion (at least three hours of which must be a 300-level course).
- E. Religion 402 (Senior Seminar).

Requirements for the Bachelor of Arts Degree with a Major in Religion and Christian Ministries

Some students will desire to combine their interests in the above-mentioned academic areas with specific preparation for church-related ministries. A general Christian Ministries Curriculum is available to students who prefer such preparation. Courses available prepare students for the pastoral ministry, youth ministry, education ministry, and missions ministry. Programs in church music are also available through the Department of Music.

In this curriculum, students are required to complete the following:

- A. The departmental core listed above.
- B. Twelve hours in religion (three hours in each area of biblical, historical, theological, and religion and society studies).
- C. Twelve hours of Christian ministry courses, nine of which are chosen from the student's area of ministry interest.
- D. Religion 457 (Practicum in Supervised Ministry).

Requirements for the Bachelor of Arts Degree with a Major in Religion and Philosophy

Students who choose to major in religion and philosophy are required to take eighteen hours of religion and nineteen hours of philosophy beyond the general college curriculum requirements - normally Religion 101 and 226 and Philosophy 121 for majors. The religion and philosophy major will complete the following requirements:

- A. The departmental core listed above.
- B. Three hours each from the biblical, historical, and religion and society areas.
- C. Twelve hours of philosophy including Philosophy 221 (Logic), 323 (Philosophy of Religion), 324 (Ancient/Medieval Philosophy/Theology), 325 (Modern Philosophy/Theology).
- D. Philosophy 402 (Senior Seminar).

Other Departmental Requirements for Majors

- A. Residence requirement: All students majoring in religion are required to complete a minimum of eighteen hours of advanced courses at Campbell.
- B. Grade point average requirements for graduation: The major must have an overall average of "C" or better for each of the following categories of courses: all work attempted; all work attempted at Campbell; all religion courses attempted; all religion courses attempted at Campbell.
- C. English requirement: Any departmental major may be required to take an English proficiency test. If the student requires additional English studies, placement will be made by the English Department.

Requirements for a Minor/Concentration in Religion or Philosophy

A minor/concentration is offered in religion and philosophy. Students must complete eighteen hours beyond the general college curriculum requirements, with nine hours numbered 300 and above. Courses are to be chosen under the guidance of the Department Chairman or Religion Faculty Adviser.

Religion Courses

101. Introduction to the Bible (3).

A basic Bible course with special emphasis on the birth and development of the Israelite nation, the life and times of Jesus, and the emergence and expansion of the early church. The course, or its equivalent, is a prerequisite to all other religion courses.

200. Special Topics in Ministry (3).

Special topics related to the practice of Christian ministry are explored.

201. Biblical Interpretation (3).

An introduction to the methodologies of critical biblical interpretation and their application to the various types of biblical literature.

202. Old Testament Thought (3).

An historical and systematic study of major Old Testament concepts.

212. New Testament Thought (3).

A study of the developing thought within the New Testament by the means of a chronological consideration of the historical context of its twenty-seven individual books.

222. Basic Christian Beliefs (3).

A systematic study of fundamental beliefs within the Christian faith. Concepts discussed include: God, revelation, faith, Christ, Holy Spirit, history, evil, and eschatology.

224. Christian Ethics (3).

A study of the Judeo-Christian heritage in ethics with its attention to its biblical and

theological foundations. In addition, there will be an examination of how Christian ethics bears upon various contemporary moral issues.

226. Introduction to Church Ministries (3).

A study of the history, theology, and practice of the Christian ministry. Attention is given to understanding the concept of "call" and to deciding upon a specific area of church-related vocation.

228. Missions Ministry (3).

A study of the history and practice of Christian missions with special emphasis on contemporary philosophies and practices of missions.

240. Family Ministry (3).

A course designed to equip ministry students with the planning skills necessary to develop programs for the family unit in the local church setting.

251. World Religions (3).

A survey of the major religions of the world.

261. Education Ministry (3).

A leadership approach to the administrative task. The course offers an introduction to principles which should be employed by those who hold church leadership responsibilities.

302. Prophetic Literature of the Old Testament (3).

A study of selected prophets in their historical contexts. Prerequisite: 202

304. Poetic and Wisdom Literature (3).

A study of Old Testament poetic and wisdom literature in its cultural setting, with special emphasis on the Psalms. Prerequisite: 202

313. Teachings of Jesus (3).

A study of the message of Jesus recorded in the first three Gospels with special attention given to the Sermon on the Mount and the Parables of Jesus. Prerequisite: 212

314. Paul (3).

A study of Paul's life, letters, and thoughts based on the letters and Acts critically examined. Prerequisite: 212

317. The Gospel of John (3).

A study of the fourth Gospel through an extensive investigation of the book itself along with a special consideration of its historical setting and its meaning for today. Prerequisite: 212

321. Contemporary Theology (3).

A study of major nineteenth- and twentieth-century theologians beginning with Schleiermacher. Theological views discussed include: speculative idealism, liberalism, neo-orthodoxy, existentialism, and death of God theology. Prerequisite: 222

323. Philosophy of Religion (3). (Also listed as Philosophy 323.)

An examination of basic issues in philosophy of religion. Included in the discussion are: the relation between faith and reason, God's existence, the problem of evil, man's nature and destiny, the function of religious language, and others. Prerequisite: 222 or Philosophy 121

324. Ancient and Medieval Theology and Philosophy (3). (Also listed as Philosophy 324.)

An historical survey of theology and philosophy, beginning with the ancient Greeks and extending through the Middle Ages. Treatment is given to Plato, Aristotle, the apostolic fathers, the apologists, Tertullian, St. Augustine, and St. Thomas Aquinas. Prerequisite: 222 or Philosophy 121

325. Modern Theology and Philosophy (3). (Also listed as Philosophy 325.)

An historical survey of theology and philosophy from the time of the Reformation into the contemporary period. Attention is given to Luther, Calvin, the Pietists, the rationalists, the empiricists, and Kant. Prerequisite: 222 or Philosophy 121

334. American Christianity (3). (Also listed as History 334.)

A study of the history, ideas, and influence of Christianity in America. Prerequisite: History 111-112

335. Baptist History (3)

A study of Baptists, including their origins, history, principles, and practices.

336. General Church History (3). (Also listed as History 336.)

An historical study of the major movements and thoughts in the church. Prerequisite: History 111-112

340. Family (3). (Also listed as Sociology 340.)

A socio-cultural study of the institution of the family as it exists in a cultural setting. Key emphasis is given to the American family system and the crucial issues that affect its welfare. Topics include mate selection, husband-wife relationships, marital interactions, marital disruption, and dual career marriages, to name a few.

344. Sociology of Religion (3). (Also listed as Sociology 344.)

Investigation of the socio-cultural structure of American Christianity. The meaning and belonging functions of religion will be explored.

360. Preaching Ministry (3).

A study of the principles of Biblical interpretation with a view to moving from the text to the sermon, including the mechanics of sermon preparation and delivery.

361. Church Leadership (3).

A study of basic leadership skills necessary to be effective in a ministry setting.

362. Youth Ministry (3).

A study of the social and spiritual development of young people. The course will seek to equip the youth minister with cognitive skills, resources, and techniques for ministry with young people through the church. A library of resources for youth

programs and projects will be developed for use by the student carrying out a comprehensive youth program in a local church.

402. Senior Seminar (4).

Advanced investigation and research on selected topics in Biblical studies, church history, theology, and philosophy.

457. Practicum in Supervised Ministry (4).

The student participates in a field-learning experience under supervision in his or her chosen area of ministry. Offered spring semester only.

Philosophy

121. Introduction to Philosophy (3).

An examination of basic philosophical issues which arise in the fields of ethics, political philosophy, theory of knowledge, philosophy of religion, and metaphysics.

221. Logic (3).

A study of proper procedures in reasoning. Attention is given to informal fallacies, Aristotelian logic, and modern symbolic logic.

323. Philosophy of Religion (3). (Also listed as Religion 323.)

An examination of differing views on basic issues in philosophy of religion. Included in the discussion are: the relation between faith and reason, God's existence, the problem of evil, man's nature and destiny, the function of religious language, and others.

324. Ancient and Medieval Philosophy and Theology (3). (Also listed as Religion 324.)

An historical survey of philosophy and theology, beginning with the ancient Greeks and extending through the Middle Ages. Treatment will be given to Plato, Aristotle, the apostolic fathers, the apologists, Tertullian, St. Augustine, and St. Thomas Aquinas.

325. Modern Philosophy and Theology (3). (Also listed as Religion 325.)

An historical survey of philosophy and theology from the time of the Reformation into the contemporary period. Attention is given to Luther, Calvin, the Pietists, the rationalists, the empiricists, and Kant.

443. Medieval Political Thought (3). (Also listed as Government/History 443.)

A survey of the political thinkers of the medieval period, this course focuses on the Christian writers of Western Europe, including St. Augustine, St. Thomas Aquinas, Marsilius of Padua, John Duns Scotus, and William of Ockham. There will be some analysis of Muslim and Jewish thinkers as well. Prerequisites: History 111, Government 229

445. Modern European Political Thought (3). (Also listed as Government/History 445.)

The main currents of European political thought are analyzed in terms of their historical setting and philosophical background. Prerequisites: History 112, Government 229

447. Ancient Political Thought (3). (Also listed as Government/History 447.)

A survey of the political writings of Plato and Aristotle, this course focuses on analyses and evaluations of political ideas as well as their historical settings. Prerequisites: History 111, Government 229

Greek

101-102. Elementary Greek (3,3).

A survey of the elements of Hellenistic (koine) Greek grammar, illustrated systematically from the Greek New Testament in classroom and language laboratory contexts.

201. Intermediate Greek (3).

Readings from the Greek New Testament with a review of grammar at the intermediate level. Prerequisite: 101-102

THE LUNDY-FETTERMAN SCHOOL OF BUSINESS

Dean: Thomas H. Folwell, Jr.

Professors: Thomas H. Folwell, Jr., William H. Peterson

**Associate Professors: Christine Beasley, Shahriar Mostashari,
Lamar Norwood, Vasant Raval, Ellen Sikes, Bayred Vermillion,
Christian Zinkhan**

**Assistant Professors: Yu-Mong Hsiao, Hwan-Chyang Lin, Jo Ann
Vaughan, James Witherspoon**

**Instructors: David Cooke, John Crane, Willis Gupton, Umesh
Varma**



Photo by Todd R. Scarborough

Named in honor of the families of the late Burrows T. and Mabel L. Lundy and Lewis M. and Annabelle L. Fetterman of Clinton, North Carolina, the Lundy-Fetterman School of Business officially opened as a separate school on January 9, 1984.

Consistent with the broad goals and strong liberal-arts tradition of Campbell University, the School of Business offers at the undergraduate level several curricula built upon the General College Curriculum.

The ultimate goal of the Lundy-Fetterman School of Business is to produce well-educated graduates equipped to become effective and ethical business practitioners. Graduates are expected to perform effectively at entry levels in business and government and to advance to responsible positions of leadership.

The Lundy-Fetterman School of Business offers undergraduate programs in the following areas of study:

Baccalaureate	Associate
Accounting	General Business
Business Administration	Computer Information Systems
Computer Information Systems	
Economics	
International Business	
Trust Management	

Graduate Program in Business

In the fall of 1978, the Department of Business initiated a graduate program which leads to the Master of Business Administration degree. The major objective of the graduate program in business is to develop the student's analytical, critical, problem-solving and decision-making capabilities and to provide the basic knowledge needed for the solution of business problems. Detailed information about this program is available through the Campbell University Graduate Bulletin on Business.

The Lundy Chair

Established in April of 1975, the Lundy Chair exposes all business students to the principles of free enterprise by bringing to the campus nationally recognized free market economists.

Southeastern Trust School

Sponsored by the Lundy-Fetterman School of Business, the Southeastern Trust School offers a professional two-week intensive residence session each year for Trust Department personnel from member banks of the American Bankers Association. The Southeastern Trust School is accredited by the National Graduate Trust School for the first year of study at the National Trust School operated by the Trust Division of the American Bankers Association.

Executive-in-Residence Course

Each year the Lundy-Fetterman School of Business offers a course entitled "The World of Business," taught by a senior business executive. Additional key business personnel from the surrounding community serve as guest lecturers and group leaders at different sessions during the course.

Academic Programs

Accounting

Christian Zinkhan, Chairman

Requirements for a major in Accounting (BBA):

Accounting 213, 214, 323, 324, 333, 334, 335, 336, 443, 444, 543; Business Administration 200, 221, 222, 313, 314, either 331 or 332, 336; Computer Information Systems 125, Economics 223, 224, and two from 357, 453, 447, Business Administration 345, 468.

213-214. Accounting Principles (4, 3).

A study of accounting terms, procedures, and practices of sole proprietorships, partnerships, and corporations. A study is made of special columnar journal worksheets, financial statements, negotiable instruments, and departmental costs.

323-324. Intermediate Accounting (3, 3).

A study of the principal accounting statements. Review of the fundamental processes in recording, classifying, and summarizing business transactions. A detailed study of the measurement of the business position and of periodic progress. A study of special analytical procedures, including the development of special reports, ratios, and measurements in statement analysis. Prerequisite: Accounting 214

325. Managerial Accounting (3).

A study of the uses of accounting information for decision making inside and outside the business firm. The study is related to the nature and objectives of business decisions, what information is necessary to make them, what data is relevant, and the uses and limitations of this data. Prerequisite: Accounting 214

333-334. Taxation (3, 3).

A study of the basic principles and major problems of the federal income-tax laws and their application to tax situations for individuals and corporations. Some attention will be devoted to state tax laws and to tax procedure including fiduciary tax returns.

335-336. Cost Accounting (3, 3).

The principles and procedures followed in the assembling and recording of materials, labor, and manufacturing expenses to ascertain production costs, costing for joint products, job costing, budgeting, standard costs, direct costs, and pricing joint products are studied. Prerequisite: Accounting 214

443. Auditing (3).

A course in auditing theory and practice. Auditing objectives, standards, ethics, terminology, procedures, and reports are studied. The place and responsibility of both the internal auditor and the public auditor are studied. Prerequisites: Accounting 323, 324

444. Advanced Accounting (3).

A comprehensive study of special problems relating to partnerships and corporations, dealing with liquidations, installment sales, consignments, agency and branch accounting, consolidations and mergers, together with receiverships, trust, and estates. Prerequisites: Accounting 323, 324

450. CPA Problems (3).

A review and analysis of problems encountered in a public-accounting practice and on the CPA examination. Prerequisites: Accounting 333, 443, Business Law 222

490. Accounting Internship (3).

An accounting-related employment experience with an approved organization. Related term paper required. Prerequisites: Junior standing (at least); declared major in accounting; overall grade point average of 2.0 or greater; and completion of an independent study contract.

543. Governmental Accounting (3).

An introduction to the accounting practices of non-profit organizations, including governmental units, colleges and universities, hospitals, and other non-profit organizations. Prerequisites: Accounting 213, 214

Business Administration

Shahriar Mostashari, Chairman

Requirements for a major in Business Administration (BBA):

Accounting 213, 214, any 300-level accounting course; Business Administration 200, 221, 222, 313, 314, 331, 332, 336, 345, 468; Computer Information Systems 125; Economics 223, 224, 453, and six semester hours of economics electives. Electives must be selected from junior- and senior-level courses.

Requirements for a major in International Business (BBA):

Accounting 213, 214; Business Administration 200, 221, 222, 313, 314, 331, 332, 345, 369, 468, 490; Computer Information Systems 125; Economics 223, 224, 453, 458; Foreign Language Electives 201, 202, 231, 232, and a 300-level foreign-literature-course sequence in French or Spanish; Government 229, 343, 345.

Requirements for a major in General Business (AA):

English 101, 102, 201, or 202; P.E. 185 and one P.E. activity course; Math (either 140 or 160); Psychology 222; Government 229; Religion 101 and one religion elective;

Accounting 213, 214; Business Administration 200, 221, 222, 313, 336; Economics 223, 224.

200. The Philosophy of Business (3).

Nature and function of business; origins and basic morality of private ownership; development of free markets and capitalism; government protection, regulation, and control of business; problems of poverty and famine; inequality; conservation of resources; pollution; monopoly; trade unionism; automation; and managed currencies. Course includes discussion of business policy for corporate executives.

221-222. Business Law (3, 3).

The student is introduced to constitutional, criminal, and tort law as they apply to ordinary business transactions, with emphasis on contracts and negotiable instruments. Included are: the divisions of property, agency, partnerships, corporations, sales, and commercial paper. Emphasis is placed on the Uniform Commercial Code throughout the course.

313. Principles of Marketing (3).

A study of basic marketing principles with emphasis on customer behavior, marketing policies, programs, information, management, organizations, institutions, research, accounting concepts, and related economic theories. Case studies of various marketing activities are also included. Prerequisite: Economics 224

314. Corporation Finance (3)

A study of the principles, methods, and problems relating to managing the currency and long-term financial needs of corporations. The topics studied include procedures for organizing a company; classes of securities; sources of funds; dividend policies; expansion and combination; insolvency and reorganization; government regulation; and organization and methods of the money and capital markets. Prerequisite: Accounting 214

320. Financial Planning (3).

An overview of the financial planning process including: a study of the financial services industry; the marketing of financial services; ethical standards and regulations for financial planners; the economic environment of financial planning; financial and accounting fundamentals for financial planners; an integrative analysis of risk management, investment management, tax planning, retirement planning, and estate planning. Prerequisites: Accounting 214, Economics 223

331. Principles of Management (3).

A study of the basic fundamentals underlying efficient and effective application in planning and control of human and economic resources under the free enterprise system. Prerequisite: Economics 224

332. Human Resources Management (3).

A study of policies, procedures, and techniques involved in the management of people so as to gain maximum rewards for the employee and the employer. Particular emphasis is placed upon managerial development and leadership. Prerequisite: Principles of Management 331

336. Business Communication (3).

A study of theory and practice in communication for business purposes. Focus is primarily in three areas: the theory, process, and problems of communication; development of effective internal communication and practice; development of effective external communication and practice. Prerequisite: Junior standing

345. Quantitative Methods for Business and Economics (3).

This course intends to acquaint students with the role that quantitative methods play in business and economic decision making. It emphasizes, using computers and computer-assisted solution methods, the application of a wide variety of quantitative techniques to the solution of business and economic problems. Prerequisites: Mathematics 140, 160

369. International Business (3).

An introduction to the process, institutions, and problems associated with exporting, importing, and management of multinational business. Prerequisites: Junior standing with courses in management and marketing

433. Principles of Insurance (3).

A study of risk and insurance applied to handling of perils and hazards; covers fields of fire, property, casualty, auto, fidelity, life, and social insurance. Prerequisite: Junior standing; completion of Business Law 222; or approval of instructor

435. Principles of Real Estate (3).

Fundamental principles and problems of purchasing, owning, leasing, developing, and operating real estate; interests in realty, liens, contracts, deeds, titles, and recording as related to individuals and business organizations, and a study of the real estate market. Prerequisites: Business Law 222, Economics 224

441. Retail Management (3).

A study of retailing institutions from the point of view of principles and methods as applied to location, layout, organization, operation, merchandising, sales promotion, and control. Another objective of this course is to give the student insight into how management makes retail decisions. Prerequisite: Economics 224

442. Advertising (3).

The purpose of this course is to provide students with a basic knowledge of advertising principles and practices in the general field of business. This includes a study of the organization and functions of advertising agencies, the selection of media, evaluation methods, advertising research, and the social and economic effects and relationships in the modern American business world. Prerequisites: Economics 223-224 and Marketing 313

456. Leadership Seminar (2).

This course is designed to teach leadership as the major force behind successful organizations. Guest speakers will be utilized to discuss the type of leadership required for various types of businesses. Discussion, case studies, student reports, and films will be included. Prerequisite: Junior standing

468. Business Policy (3).

An integrative capstone course designed, using the case-studies approach, to bring all the functional areas to bear on the analysis and solution of business problems. Prerequisite: Senior standing

490. Business Internship (3).

Business-related employment experience with an approved organization. Related term paper required. Prerequisites: Junior standing (at least); declared major in Business Administration; overall grade point average of 2.0 or greater; and completion of an independent study contract.

536. Seminar in Management (3).

A study of the latest research materials in the behavioral science field. Field studies of modern management methods with emphasis on the value of the human element. Seminar and field study methods are employed. Prerequisites: Senior standing as a Business Administration major and permission of the instructor

550. The Practice of Management (3).

A course designed to focus on an overall organization and to gain an understanding of the tasks, requirements, responsibilities, and practices of the manager. Subject matter discussed covers areas of concern with which all managers can expect to deal and in which all managers have to be literate regardless of functional background or purpose and size of their organization. Prerequisite: Senior standing as a Business Administration major and permission of the instructor

560. The World of Business (3).

A course designed to relate business theory with real-world applications. Seminars, case studies, and group discussion are led by business executives. Prerequisite: Senior standing as a Business Administration major and permission of the School of Business

565. Production and Operations Management (PO/M) (3).

An in-depth study of broad management issues of PO/M integrating the design and implementation of an effective production or delivery system for manufacturing and service organizations. Prerequisites: BAD 331 and BAD 345 or Graduate standing

567. Applied Forecasting for Managerial Decision Making (3).

Survey of current forecasting techniques and their applications to individual business forecasts and long-range plans. The course features interactive computer analysis and an applied forecasting term project. Prerequisites: BAD 331 and BAD 345 or Graduate standing

Computer Information Systems

David Cooke, Chairman

Requirements for a major in Computer Information Systems (BBA):

Accounting 213, 214, and a 300-level accounting course; Business Administration 200, 221, 222, 313, 314, 331, 336; Computer Information Systems 125, 126, 241, 244, 342, 345, 351, 360, 420, 452, 462; Economics 223, 224, 453.

Requirements for a major in Computer Information Systems (AA):

English 101, 102; Math 140, 160; History 111, 112; Art or Music 131; one Natural Science course; Religion 101; P.E. 185 and one P.E. activity course; Accounting 213, 214; Business Administration 331, 336; Computer Information Systems 125, 126, 241, 244, 351; Economics 223, 224.

125. Introduction to Computers (3).

A study of the fundamental components and the operational capabilities of a computer system; the computer as a resource in business organizations; the general function and purpose of the microcomputer productivity tools: the use of word processing, electronic spreadsheet, and data-management software. Prerequisite: None

126. Programming Concepts (3).

Interactive computer programming is approached by problem analysis involving logic design (flowcharting), determination of procedures to produce the desired results, and translating those steps into a programming language. Students learn to program in BASIC. Prerequisite: CIS 125

225. Productivity Software (3).

Introduction to computer-assisted business analysis, including hands-on experience working with the most popular analytical software packages. This includes training in electronic spreadsheet use, manipulating data in spreadsheet, and database-management systems. Prerequisite: CIS 125

241. COBOL Programming I (3).

Introductory COBOL programming involves writing business application programs such as payroll, accounts payable, accounts receivable, and inventory control. Prerequisite: CIS 125

244. RPG Programming (3).

Introduction to the RPG programming language using a problem-oriented approach. Programming concepts and techniques are taught by means of a series of programs illustrating typical business applications. Prerequisite: CIS 125

342. COBOL Programming II (3).

Theory and application of the COBOL programming language is taught as used in commercial installations. Students prepare programs from applications commonly encountered in business and industry. Prerequisite: CIS 241.

345. DataBase Management (3).

The structure, design, and development of data bases are investigated with emphasis on using the data-base management software as an integral component of an information system. Prerequisite: CIS 342.

351. Systems Analysis (3).

The analysis and design of business systems. The student will learn the concepts involved in the top-down design of a system including all aspects of the investigation, design, implementation, and evaluation of a computer system. Prerequisite: CIS 241 or CIS 244

360. Business Application Development (3).

A course designed to provide the student with a practice in developing typical business software applications using current programming languages and productivity aids. Prerequisite: CIS 244

420. Data Communications (3).

The features of centralized, decentralized, and distributed systems will be examined. The impact of distributed systems on the business enterprise will be studied via the medium of case studies. Technological implications of computer hardware, software, and communications are discussed as they relate to the design, development, and implementation of distributed data-processing systems. Prerequisite: CIS 345

452. Computer Information Systems Management (3).

The manager's role in data processing and his relationships and responsibilities to those outside the data-processing activity and to those inside that activity. The importance of his role in the development of business systems is stressed as well as the latest technical concepts. Prerequisite: CIS 351

462. Computer Information Systems Design Project (3).

The student analyzes, designs, and implements a new system or modifies an existing system required on campus or at a local business. Prerequisite: Completion of majority of CIS courses

470. Independent Study (3).

Offered with permission of department chairman.

490. Internship (3).

This course provides the student with productive, on-the-job experiences and/or special assignments which help bridge the gap between the academic and business worlds. The student will work in an organization independent of the University. Performance will be evaluated in writing by supervision in that organization at least twice during the semester and by the supervising instructor. Prerequisite: Superior academic performance, approval of outside organization. Course prerequisites will vary.

Economics

Shahriar Mostashari, Chairman

Requirements for a major in Economics (BS), (BA):

Accounting 213; Business Administration 200, 345; Economics 223, 224, 333, 334, 453, 459 and twelve semester hours of economics electives. Electives must be selected from junior- and senior-level courses. In addition to the above, the student must complete Math 222.

223. Economics (3).

A study of the national economy with emphasis on economic institutions, determination of national income, economic fluctuations, functions of money and

banking, the economic role of government, labor problems, international trade, and economic growth.

224. Economics (3).

A study of the individual business firm, with emphasis on an analysis of demand, supply, and costs; production and pricing under various market conditions; allocation of economic resources and determination of the shares of the national income paid to the different factors of production.

333. Intermediate Economic Theory (3).

Analysis of the determination of prices and of market behavior including demand, costs and production, pricing under competitive conditions, and pricing under monopoly and other imperfectly competitive conditions. Prerequisites: Economics 223-224

334. Money, Income, and Employment (3).

A study of the method and concepts of national income analysis with particular reference to the role of monetary and fiscal policy in maintaining full employment without inflation. Prerequisites: Economics 223, 224

357. Public Finance (3).

A study of the revenues and expenditures of federal, state, and local government, with an analysis of the types of taxes and expenditures, and of government policy and its impact on full employment, economic growth, and national income. Prerequisites: Economics 223, 224

447. Business and Government (3).

Legislative, judicial, and administrative efforts to preserve competition; economic theory versus political actions; government-created monopolies. Prerequisites: Economics 223-224

453. Money and Banking (3).

The function and development of money, credit, and banking, with emphasis on the Federal Reserve System and its policies for maintaining economic stability. Prerequisites: Economics 223-224

454. Labor Economics (3).

An economic analysis of labor-market conditions and labor-related issues including unemployment, wage determination, working hours, trade unions, and government policy. Human Capital theory is also introduced. Prerequisites: Economics 223-224

455. Comparative Economic Systems (3).

Comparative analyses of the economic theories, institutions, and operation of communist, socialist, fascist, and capitalist systems. Prerequisites: Economics 223-224

456. History of Economic Doctrine (3).

A survey of the development of economic thought from ancient times until the present; the relation of economic doctrines to the problems of the period and to the other sciences. Prerequisites: Economics 223-224

458. International Economics (3).

A study of the fundamental principles underlying economic relations between countries and between world regions. The subjects included are the theory of comparative advantage, commercial policies, capital movements, the international monetary mechanism, and balance-of-payments problems. Prerequisites: Economics 223-224

459. Senior Seminar in Economics (3).

Selected topics with small classes. Prerequisites: Economics 223-224

460. Independent Study (3).

Offered with permission of department chairman.

490. Economics Internship (3).

Economics-related employment experience with an approved organization. Related term paper required. Prerequisites: Junior standing (at least); declared major in Economics; overall grade point average of 2.0 or greater; and completion of an independent study contract

Trust

James Witherspoon, Director

Requirements for a major in Trust Management (BBA):

Accounting 213, 214, 333, 334; Business Administration 200, 221, 222, 314, 320, 336, 433, 435; Computer Information Systems 125; Economics 223, 224, 453; Trust Management 330, 430, 431, 515, 530, 531, 532, 533, 535, 536, 537. In order to receive the Trust Certificate, Trust Management graduates must earn a minimum overall grade point average of 2.50.

330. Wills, Estates, and Trusts (3).

A course designed to introduce students to the subject of property and interests therein; the distribution of property by intestacy or by will; trusts as dispositive devices; and the planning and administration of property in estates and trusts.

430. Fiduciary Law (3).

A study of the origin and nature of trusts, methods of creating a trust, necessity of trust property, capacity to be a trustee, definiteness of beneficiaries and the transfer of their interests. Prerequisite: Wills, Estates, and Trusts 330

431. Introductory Investments (3).

A study of the field of investments, the securities markets—classes and characteristics of each; mathematics of investment; criteria of selection and investment strategies; semester case problem on portfolio organization and management. Prerequisites: Accounting 214 and Corporate Finance 314, or approval of instructor

490. Trust Internship (3).

A trust or financial planning-related employment experience with an approved

organization. Related term paper required. Prerequisites: Junior standing (at least); declared major in trust management; overall grade point average of 2.0 or greater; and completion of an independent study contract

515. Operational Functions of a Trust Department (3).

A study of organization staffing, policies, control procedures, and administration of a trust department. Provides the student with a foundation for understanding the role of effective management in achieving adequate profitability in a trust department. Emphasis is placed on the application of Regulation 9 of the Comptroller of the Currency and techniques for the development of new trust business, including prospecting techniques, sales talks, establishment of new business goals, and maintenance of records. Prerequisites: Wills, Estates and Trusts 330, Fiduciary Law 430

530. Fiduciary Law (3).

A study of the administration of trusts, the duties and powers of the trustee, the liabilities of the trustee, and remedies of the beneficiary of third persons, the investment of trust funds, allocation and apportionment of receipts and expenses between principal and income, and the termination or modification of a trust. Prerequisite: Fiduciary Law 430

531. Advanced Investments (3).

A study of the theories, methods, and techniques of security analysis of equity and debt obligations; portfolio management; corporate fiduciary policies and practices; application of computer techniques to analysis and selection; and emphasis placed on case problems. Prerequisite: Introductory Investments 431

532. Estate Planning Seminar (4).

A study of the principles of interstate law, taxes, and techniques of planning the disposition of property by will and trust. Fields covered include wills, inter vivos trusts, insurance trusts, pension and profit-sharing trusts, and business buy-sell agreements. Semester case problem requires analysis and development of a plan and presentation to live participants. Considerable emphasis is placed on new business development and postmortem planning. Prerequisites: Fiduciary Law 530 and Taxation 533, or approval of instructor

533. Taxation (3).

A study of the basic principles and major problems of federal estate and gift tax laws in light of the Tax Reform Acts. Attention will be given to the problems of local inheritance tax laws with particular attention to recent changes. Prerequisite: Taxation 333

535. Estate Administration and Accounting (4).

A senior seminar course for trust majors based on a case problem. The case covers the entire period of administration of an estate and focuses upon the major fiduciary functions of administrative law and court proceedings. Required is the preparation of income tax and gift and estate tax returns; investment review; accounting procedures which require the student to inventory assets, set up, and operate a set of accounting ledgers and records for the discharge of fiduciary responsibility, including

postmortem planning; prepare all necessary court accounting, make final contribution per terms of the Last Will and Testament. One-hour lab session follows each class period.

536. Qualified Retirement Plans (3).

A course designed to familiarize the student with the concept of IRS-approved retirement plans, terms used in retirement planning, and the basic concepts used in designing the two basic retirement plans—Defined Benefit Pension Plans and Deferred Profit-Sharing Plans. The course will attempt to answer basic questions and provide a general working knowledge of the field. Over the semester, students will develop a Corporate Retirement Plan. Administration, investment portfolio functions, reports and allocation of assets will be emphasized. Prerequisites: Taxation 333 and 533, Introductory Investments 431

537. Senior Trust Seminar (3).

A senior seminar course designed to expose students to current issues facing trust institutions. Trust professionals regularly attend the sessions. Examples of session topics include ethical conduct in the trust business; marketing trust services; fiduciary malpractice; and environmental liability. Prerequisite: Senior standing in the Trust Management Program

SCHOOL OF EDUCATION

Dean: Dr. Theo Strum (deceased October 1990)

Associate Dean (as of Jan. 1991): Dr. Margaret Giesbrecht

Department Chairmen

Education: Dr. Margaret Giesbrecht

Home Economics: Mrs. Leonore Tuck

Military Science: LTC Oliver Johnson

Psychology and Social Work: Dr. Gary Taylor



Photo by Todd R. Scarborough

The School of Education is comprised of the Departments of Education, Psychology, Home Economics, Military Science, and Social Work. The School offers majors leading to the Bachelor of Science degree in the following areas: Elementary Education; Middle Grades Education; Home Economics Education, General Home Economics; Clothing-Textile-Fashion Merchandising; Home Furnishings Merchandising; Food Service Management; Military Science; Psychology; and Social Work.

In addition, the School offers the professional component for teacher certification in English, Math, Music, French, Spanish, Physical Education, Home Economics, Biology, Comprehensive Science, Social Science, and History.

Purpose

The School of Education has one primary purpose; that is, by program, guidance, example, and influence to develop graduates who excel in their fields and exemplify the ethical and moral concepts of Christianity. Within this setting, the School of Education has as its objectives the following:

1. To coordinate the educational preparation of the prospective teacher and to provide the necessary professional courses and experiences. Teacher education has been and continues to be one of the most important functions of the University since it became a senior college.
2. To provide majors in the area of Elementary Education and Middle Grades Education.
3. To provide a major in Psychology.
4. To provide majors in the Home Economics areas.
5. To provide appropriate experiences in the Military Sciences.
6. To provide a major in Social Work.
7. To provide minors in Home Economics, Psychology, and Sociology (21 hours in each area).
8. To provide graduate programs related to Teacher Education.

Graduate Programs in Education

Graduate programs in Education were begun in the summer of 1977. Programs leading to a Master of Education degree are offered in the following areas: Administration, Curriculum Specialist, Counseling, Elementary Education, Middle Grades Education, English Education, Math Education, Physical Education, Science Education, and Social Science Education. Sixth-year programs (Education Specialist) began in the fall of 1986 in the areas of Administration, Curriculum Specialist, and Elementary Education; a doctoral program in Administration was initiated in the fall of 1987. Detailed information about these programs is available through the Campbell University Graduate Education Bulletin.

Education

Professors: Dr. Strum, Dr. Turner, Dr. Taylor

**Associate Professors: Mrs. Gray, Dr. Giesbrecht, Dr. Davenport,
Dr. Calloway, Dr. Nicholson**

Assistant Professors: Dr. Ponder, Dr. Rivenbark, Dr. Ryan,

Dr. Kendrick, Dr. Hatcher, Dr. Chandler, Dr. Blake, Dr. Tambe

Instructors: Mr. Godwin (Part-time); Mrs. Rigsbee (Part-time)

Admission Policy for Teacher Education

All students desiring a program leading to teacher certification **MUST** be approved for (1) admission to the Teacher Education Program and (2) admission to student teaching. Admission to and completion of student teaching does not guarantee certification.

Application for admission to the teacher education program should be submitted the second semester of the student's sophomore year and prior to November 1 or March 1. The criteria for admission to the program include the following:

1. A minimum grade point average of 2.5 in the major field, in overall scholastic work, and a "C" or better in all professional education courses.
2. Approval of the major department and of the Department of Education.
3. No conditions or probations, academic or otherwise.
4. Satisfactory scores on Core Batteries I and II of the National Teachers Examination, Communication Skills and General Knowledge.

Application for admission to student teaching should be submitted by the second semester of the junior year and prior to November 1 or March 1.

The criteria for admission to student teaching include the following:

1. A minimum grade point average of 2.50 in overall scholastic work; a minimum of 2.00 in the major field or concentration, and a "C" or better in all professional education courses. These averages must be met by the beginning of the semester the student plans to student teach.
2. Approval of major department and the Department of Education.
3. No probations, academic or otherwise.
4. Approval of the Teacher Education Committee.

To qualify for a North Carolina Class A teaching certificate, a Bachelor of Arts or Bachelor of Science degree must be earned. In addition, all professional course requirements must be met and satisfactory scores on the National Teachers Examination received by the Dean's office.

Course Requirements for the Programs:

Elementary Education (K-6)

The Elementary Education (K-6) program is designed to prepare a student for certification at the elementary level.

Course requirements for the Bachelor of Science degree in the Elementary Education area are as follows:

English 101, 102, 201, or 202, 203 or 204, 303; Foreign Language 101, 102, 111; Music 321; Art 321; Speech 115; History 111, 112, 221 or 222, 331 or 332; Government 229; Geography 113, 114; Sociology 345; Math 111, 203; Health 224, 333; Psychology 222, 373; Religion 101, Religion elective; Science Education 117, 118; Physical Education 185, 334, one Physical Education activity course; Education 131, 221, 300, 341, 351, 431, 433, 435, 440, 448, 450, 454, 456, 457.

Middle Grades (6-9)

The Bachelor of Science degree with a major in Middle Grades Education, in addition to the basic program, requires two concentration areas to be selected from Language Arts, Mathematics, Science, and Social Science. All Middle Grades majors are required to have the following:

English 101, 102, 201, or 202; 203, or 204; 303; History 111, 112; Government 229; Sociology 345; Foreign Language 101, 102, 111; Religion 101; Religion Elective; Mathematics 111, 203; Physical Education 185, 334, one Physical Education activity course; Science Education 117, 118; Psychology 222; Speech 115; Health 224, 333; Education 131, 221, 341, 352, 431, 434, 436, 441, 449, 451, 454, 456, 457, and two concentration areas selected from:

Language Arts: English 101, 102, 201 or 202, 203 or 204, 302, 303; Speech 115, Drama 131; Education 300, 434, 441.

Mathematics: Mathematics 111, 112, 122; 160 and six semester hours of math electives; CIS 125.

Science: Science 117, 118; Geology 111; Biology 111; CIS 125; and two science electives.

Social Science: History 111, 112, 221 or 222, 331 or 332, 351 or 357, 353; Government 229; Geography 113; Sociology 345.

A grade of at least a "C" must be earned on all concentration area courses.

Professional Education Sequence (Secondary, Music, and Physical Education, and Foreign Languages):

All students seeking teacher certification are required to take Education 131. This course will meet the general education requirement for the fine arts area.

Students desiring professional certification in a secondary area (9-12), foreign language (K-12), music (K-12) or physical education (K-12) must meet all the admission criteria of the Teacher Education Program and complete the following courses:

Education 221, 341, 431, 432, 452; Psychology 222, and, during the student teaching semester, Education 441, 453, 454, 458; subject area methods, and Education 458, and Student Teaching, which is offered in the spring semester only.

Certification Requirements for Secondary Areas, Music, and Physical Education (Subject Area Requirements):

Biology: A minimum of thirty-two hours in Biology, including Biology 111, 202, 203, 327, 342, 430, 437; and Mathematics 112, 160; Chemistry 111, 113, and 207 or 208, and 228; Physics 221-222 or Physics 251-252; Science Education 453; and the professional education sequence.

Comprehensive Science: Twenty-four semester hours in either biology or chemistry; eight semester hours in each of the sciences; calculus; Science Education 453, and the professional education sequence.

English: English 101, 102; 201, 202, 203, 204; 302, 303; three English electives from: 401, 402, 403, 404, 405, 406, 407, 408, and 410; 409 or 411; 453; and the professional education sequence.

French: French 111-112, 221-222, 231-232, 250, 300; three additional French courses above the beginning level; French 400, 453; and the professional education sequence. (To be revised)

Spanish: Spanish 111-112; 221-222, 231-232, 241-242, 250, two Spanish electives above the beginning level; Spanish 400, 453; and the professional education sequence. (To be revised)

History: History 111-112, 221-222; two junior-senior-level courses in European history; two junior-senior-level courses in American history; History 451; two additional electives in history; Government 229; Economics 223, 224; Geography 113 or Sociology 225; Social Science 453; and the professional education sequence.

Home Economics: Home Economics 111, 112, 213, 227, 332, 334, 336, 341, 348, 365, 401, 445, 455, 448a and b, 458; and the professional education sequence.

Math: Successful completion of at least thirty-three semester hours in mathematics above the 200 level including courses in linear algebra and computer science; Math 453; eight semester hours in physics or chemistry; and the professional education sequence.

Music Education (K-12 Certification): All the music majors require Music 101, 102, 132, 133, 201, 202, 231, 331, 332, 432. Music Education (vocal-keyboard) includes the following in addition to the above: Music 222, 263, 264, 265, 266, 421, 422, 453; Half-recital the senior year. Music Education (instrumental) includes the following, in

addition to the above: Music 263, 264, 265, 266, 401, 424, 434, 453; minor applied instrument (wind); Half-recital the senior year; and the professional education sequence.

Physical Education (K-12 Certification): Physical Education 100, 101-122; 225, 236, 241-274 (2); 331, 332, 335, 336, 340, Health 211, 237, 325, 425, electives (2 hours) and the professional education sequence. (To be revised)

Social Science: For Social Science certification, select history or government as a concentration area. In addition, six semester hours must be earned from each of the social sciences, i.e., history, government, economics, sociology, and geography; Social Science 453; and the professional education sequence.

Education

Education 131 Introduction to Fine Arts (3).

Art, Music, and Drama Appreciation. Taught fall and spring semesters.

221. Introduction to the Study of Education (3).

Development of our modern educational system, with emphasis on historical background and development; aims of education in a democracy; duties of the teacher; purpose and development of the curriculum; facilities; support; and control of schools. Designed to be a foundation for further study in education and a general college elective. Laboratory experiences included. Required for all prospective teachers. Offered in the fall, spring, and summer.

300. Literature for Children and Young People (3).

Designed for Elementary Education majors (K-9). Includes the reading and evaluation of literature for children. Special attention is paid to book illustrations as well as to a variety of methods intended to encourage children to read and enjoy books. Offered in the fall.

341. Child and Adolescent Development (3).

Early postnatal life; physical growth and development; development of motor abilities, the language and thought of the child and adolescent; children's play and interest; adolescent interest; emotional factors in development during childhood and adolescence, parent-child relationships in childhood and adolescence; social education, and psychosexual development of childhood and adolescence. Laboratory experiences included. Required for all prospective teachers. Prerequisite: Psychology 222. Offered in the fall, spring, and summer.

351. Elementary Education (3).

The development, philosophy, and goals of the K-6 school with particular attention paid to the curriculum, organizational patterns, and classroom management. Emphasis will be placed on planning and evaluating developmentally appropriate experiences for children ages five through twelve, including those with special needs. Laboratory experiences included. Prerequisite: Education 221. Offered in the spring.

352. Middle Grades Curriculum (3).

The development, philosophy, and goals of the 6-9 school with particular attention paid to the curriculum, organizational patterns, and classroom management. Emphasis will be placed on planning and evaluating appropriate experiences for pre- and early adolescent students aged twelve through fourteen or fifteen. Laboratory experiences included. Prerequisite: Education 221. Offered in the spring.

431. Educational Psychology (3).

A study of the application of psychological principles to teaching and learning. Theories of learning, principles, motivation, intelligence, learning styles, teaching models, diagnostic techniques, student evaluation and research methods are studied. Also considered are the implications for education of computer technology and multicultural diversity. Throughout the course, emphasis is placed on using and learning to teach problem-solving strategies.

432. Practicum (1).

Taken in conjunction with Education 431 to give secondary students an opportunity to observe and work with public school students.

433. Language Arts for Elementary Education (3).

Emphasis is placed on an integrated, holistic approach to language arts instruction. Developmental theory, diagnostic-prescriptive teaching approaches, and both formal and informal assessment models are utilized in building and understanding of the purposes and structure of the language arts program at the K-6 level. Laboratory experiences included. Required for Elementary Education certification. Offered in the fall.

434. Language Arts for Middle Grades Education (3).

Language Arts instruction is approached from an integrated, holistic perspective. Developmental and instructional theories are presented as a basis for understanding the purposes and structure of the language arts program designed for middle grades. Specialized topics such as materials and diagnostic-prescriptive procedures are treated. Laboratory experiences included. Required for Middle Grades certification. Offered in the fall.

435. Mathematics for Elementary Education (2).

Presents modern techniques and methods of teaching mathematics to young children. Special emphasis is given to the use of three-dimensional materials in developing mathematical concepts such as classifying, ordering, the language of sets, one-to-one correspondence, and cardinal and ordinal use of numbers. Laboratory work provides deeper understanding of mathematical concepts and experiences with methods and material appropriate for classroom and laboratory work. Prerequisite: Math 111 and 203 or equivalent. Required for Elementary Education certification. Offered in the spring.

436. Mathematics for Middle Grades Education (2).

Presents modern techniques and methods of teaching mathematics to pre- and early adolescent pupils. Special emphasis is placed on the developmental nature of the mathematics program, on the "Why" (concept), rather than the "How" (process), on

independent thinking, and on developing in the pre- and early adolescent an understanding of the number system. Laboratory work provides a deeper understanding of mathematical concepts and experiences with methods and materials appropriate for classroom and laboratory work. Prerequisite: Math 111 and 203 or equivalent. Required for Middle Grades certification. Offered in the spring.

440. The Teaching of Reading in the Elementary Grades (3).

The principles of organizing a reading program and teaching elementary pupils to read. Stresses methods, materials, and basic research in reading. Covers diagnosis and corrective techniques to meet individual needs. Includes techniques for teaching reading in the content (subject) areas. Laboratory experiences included. Required for Elementary Education certification. Offered in the fall.

441. The Teaching of Reading in the Middle and Secondary Schools (3).

This survey course in developmental and corrective reading instruction considers issues, objectives, methods, and materials for grades 6-12. Specific areas covered are: an understanding of the nature of reading; initial reading procedure; word perception and reading comprehension skills; diagnosis and corrective techniques; location, evaluation, and selection of appropriate reading materials; grouping for reading activities; and a variety of methods and materials. Includes teaching of reading in the content areas. Laboratory experiences in schools constitute part of the requirement. Required for Middle Grades and Secondary certification. Offered in the fall and spring.

448. Social Studies for Elementary Education (2).

The development of multidisciplinary basic Social Studies concepts and understanding of individual and group relationships appropriate for young children. Emphasis is placed on curriculum development, techniques for developing classroom experiences that encourage social growth, techniques that develop cultural awareness, and techniques that develop independence and a personal value system. Required for Elementary Education certification. Offered in the spring.

449. Social Studies for Middle Grades Education (2).

An integrated multidisciplinary study of the interaction of people in diverse cultural and geophysical environments for pre- and early adolescent pupils. Emphasis is placed on the structure and process of the Social Studies involving all the social science disciplines. Specific attention is given to developing a social studies curriculum; establishing objectives; planning units; developing a general teaching model; evaluating behavioral changes; and selecting and utilizing learning materials, specialized equipment, and resources. Required for Middle Grades certification. Offered in the spring.

450. The Science Curriculum, Methods and Materials for Elementary and Intermediate Education (2).

A study of curricular trends, the structure of science education, and techniques of instruction. Emphasis is placed on process skills, group instruction, individualized learning through interest centers, development of field resources—natural and human, and evaluation and integration of science concepts and skills into the total

learning environment for young children. Required for Elementary Education certification. Offered in the spring.

451. The Science Curriculum, Methods and Materials for the Middle Grades (2).

A study of curricular trends, the structure of science education, and techniques of instruction. Emphasis is placed on process skills, class instruction, individual learning through interest centers, development of field resources—both natural and human, and evaluation and integration of science concepts and skills in the life patterns and career choices of pre- and early adolescent pupils. Required for Middle Grades certification. Offered in the spring.

452. The Secondary School (3).

The continuation of Education 221 with particular emphasis on the history and philosophy of the secondary school; the relation of elementary to secondary education; the aims; purposes and practices of the secondary curriculum; the place of guidance and counseling in secondary education; and an evaluation of the comprehensive high school. Required for Secondary certification. Offered in the spring.

453. General Methods in Teaching Secondary School (3).

Study of the general methods, techniques, practices, and the selection and organization of instructional materials and teaching methods appropriate to the several high school subjects. Open only to seniors and scheduled in the student teaching semester. Taught in conjunction with the course in materials and methods of each subject area concentration. Both the general methods and subject-area methods are required for certification. Offered in the spring.

454. Teaching Seminar (3).

This course consists of a series of seminars and workshops on such topics as computer usage, audio and visual materials, classroom management, record-keeping, legal matters, and other pertinent issues. Offered in the fall and spring.

456. Practicum (Elementary Education, Middle Grades) (3).

The practicum is a 150-hour field experience taken during the fall semester of the senior year by all K-9 majors in conjunction with methods courses. Students observe, assist and carry out instruction in a public school classroom under the supervision of cooperating teachers and education faculty members. Prerequisite: 2.5 GPA and "C" or better in all professional education courses. Offered in the fall.

457. Student Teaching (Elementary Education, Middle Grades) (6).

Student teaching is a ten-week full-time experience taken in the spring of the senior year. The student teacher observes, assists, and ultimately takes charge of regularly scheduled classes in a school. Members of the education faculty and cooperating teachers supervise and evaluate the student teacher. Prerequisite: GPA of 2.5 and "C" or better in all professional courses (including the concentration area), satisfactory completion of the practicum and admission to student teaching. Offered in the spring.

458. Student Teaching (Secondary) (6).

Student teaching is conducted on a full-time basis during the second half of the second semester of the senior year. The student teacher observes, aids, and ultimately assumes charge of regularly scheduled classes in a school. Each student teacher will participate in planning and evaluative sessions with the education faculty and others concerned. Members of the education faculty, subject matter specialists, and cooperating teachers will work together in the assignment and supervision of the student teacher. Prerequisite: "C" or better in all professional educational courses, a GPA of at least 2.5, and admission to the student teaching phase of the teacher education program. Offered in the spring only.

Home Economics

**Associate Professors: Mrs. Catherine King, Mrs. Leonore Tuck,
Dr. Pauline Calloway**

Requirements for a major in Home Economics:

A candidate for the Bachelor of Science degree with a major in Home Economics must satisfactorily complete the General College Curriculum requirements, the Home Economics core courses, and courses specific to each area of concentration as follows:

Home Economics Education: Home Economics 300, 334, 336, 348, 438, 448, 453; Education 221, 341, 431, 432, 441, 452, 453, 454, 458.

Clothing/Fashion Merchandising: Home Economics 222, 456; Art 101; Economics 223, 224; Business Administration 313, 331, 332, 441, 442.

Home Furnishing Merchandising: Home Economics 199, 299, 348, 356, 313, 399; Art 101, 201; Economics 223, 224; Business Administration 313, 331, 332, 441, 442.

Food Service Management: Home Economics 221, 321, 327, 328, 421, 431; Economics 223, 224; Business Administration 313, 331, 332, 441, 442.

General Home Economics: Home Economics electives and other related electives to complete the 128 hours needed for graduation.

Home Economics

111. Food Science (3).

Basic scientific principles of food preparation, with emphasis on selection, purchasing, storage, and preservation. Laboratory work is coordinated with the lectures. Offered in the fall.

221. Meal Management (3).

The planning, marketing, storing, preparing, and serving food for family meals and special functions at different cost levels. The study includes a laboratory. Prerequisite: Home Economics 111. Offered in the spring.

227. Nutrition (2).

A study of the fundamentals of human nutrition with emphasis on the nutrients and factors which affect their utilization in the human body. Open to all students. Offered in the fall.

321. Quantity Cookery (3).

Principles of food preparation applied to large quantities with emphasis on menu planning, food service, and institutional equipment. Offered only every even year in the fall semester. Laboratory coordinated with lectures. Prerequisite: Home Economics 221.

327. Nutrition and Dietetics (3).

Principles of nutrition, introduction to the biochemical and physiological aspects of nutrient metabolism, the study of the development and uses of therapeutic diets. Offered only every odd year during the spring semester. Prerequisite: Home Economics 227.

328. Sanitation and Safety (3).

A study of the causes, effects, and procedures for prevention of food service-related illness and injury. Offered in the fall.

421. Food Service Management (3).

A study of the principles that apply in the management of food service personnel, cost analysis and control, procurement system analysis, planning and organizing a food service operation. Offered in the spring.

431. Food Service Management Supervised Experience (6).

Field experience under direct supervision of a registered dietician. Offered as needed.

Child Development and Family Relationships**341. Early Childhood and Adolescent Development (3).**

Emphasis on the influence of the home on human development. Observation and/or participation in the nursery school and child care center. (Education 341). Offered in the fall, spring, and summer.

365. Family Relationships (3).

A study which includes interpersonal relationships of family members as a factor on individual development and problems associated with individual adjustments and group relationships. Emphasis is on democratic orientation of family living. Offered in the fall.

Clothing and Textiles**112. Clothing Selection, Dress Design, and Construction (3).**

The fundamental principles of selection, care and design of clothing, guides to buymanship. Laboratory consists of various garment construction. Offered in the spring.

222. Fashion Apparel Fundamental and Tailoring (3).

The functions of fashion markets, social and economic impact of fashion apparel, fashion designers, fashion merchandiser, and merchandise promotion. Laboratory centers on aspects of tailoring. Offered in the fall.

332. Textiles (3).

A study of Textiles, its properties and composition, identification and manufacturing procedures. It also includes the selection, care and use of fabrics. Laboratory coordinated with lectures. Offered in the fall.

Housing, Interior Design and Management**107. Contemporary Housing and Management for the Young Careerist (2).**

A course designed to aid young career men and women in understanding personal problems in everyday living with emphasis on an understanding of the function, economic, and aesthetic qualities of suitable housing. A study of design for comfort, convenience, and character; construction; building materials; and amenities of contemporary housing as it has been influenced by our architectural heritage. Offered in the fall and spring.

213. The House and Its Furnishings (3).

A study of planning and furnishing of houses from an aesthetic and functional standpoint. Practical problems of home planning in relation to family needs and income, the selection, construction, use of furnishings exemplifying good taste, and individuality. Laboratory coordinated with subject matter. Offered in the fall.

313. Home Furnishings Workshop (2).

A practical experience in the selection and construction of furnishings for the home to include furniture refinishing and covering, drapery making, and the making of small accessories. Includes working with a furniture store or interior designer. Offered in the spring.

348. Housing (3).

The social, economic, and aesthetic factors of house design and their relationship to their environment. Offered in the spring.

445. Consumer Economics and Management (3).

Management of resources for the purpose of attaining needs and goals. Emphasis on the role of the consumer and a study of problems related to personal and family buying. Offered in the spring.

455. Management of Human Resources/Residence (3).

A study which includes the principles of management in the house with emphasis on values as they affect the use of human resources. Application of these principles is done through residence in the Home Management House. Prerequisite: Home Economics 221, Home Economics 445. Offered in the fall and spring.

Home Economics Education

300. Home Economics Secondary School Internship (2).

An internship in an approved secondary school for students majoring in Home Economics Education. Supervised classroom observation for a 15-day period with an opportunity for experience with writing lesson plans, constructing assessment instrument and assisting in the classroom experience. Offered in the spring.

334. Planning and Evaluating the Home Economics Program (3).

A study of planning and evaluating of Home Economics curriculum in secondary schools as it relates to the overall school and community program. Observation in schools is included. Offered in the fall.

336. Preschool and Day Care Administration and Curriculum (3)

A study of developmentally appropriate practices for programs serving children from birth through age five. Emphasis is placed on developing skills in planning and administering preschool and daycare programs. Offered in the spring.

401. Seminar—Aspects of the Personal Environment (2).

A course designed to study the past, present, and future of Home Economics. Emphasis is on the history of Home Economics, job opportunities in the various areas of home economics, the role(s) of home economics in personal development, and global concerns of the environment. Course required of all juniors and seniors. Offered every odd year.

438. Job Training (3).

A course designed for those who wish to teach in pre-vocational education programs. Emphasis on role of pre-vocational education in vocational curriculum, sources and uses of occupational information, organizational patterns, teaching methods, and youth activities. Work experience in commercial food service, child care services, and home furnishing services. Offered in the fall.

448. Occupational Education (3).

A study and analysis of vocational education; a study of the history, philosophy, objectives, and scope of career and vocational education including emphasis on occupational exploration and occupational Home Economics; participation and/or observation of exemplary occupational Home Economics programs; awareness of entry and exit level of the different Home Economics-related occupational clusters; supervised work experiences and research in three or more of the occupational clusters; and methods of planning and implementing occupational programs. Offered in the fall.

450. Women in Our Culture (3).

The course focuses on the equal opportunities of the male and female persons for individual development and career advancements. This course allows students to look at their own lives and the broadening circles incorporating the social and historical context of women's present-day status. Special topics include: women, law and public policy; women and politics; women in the labor force; marital relationships and mental health; and women, health, and the media. Open to all students. Offered in the spring.

453. Methods of Teaching Home Economics (1.5).

A study of the methods and materials appropriate for teaching in Home Economics areas of instruction. Offered in the spring.

Internship Programs

156-456. Clothing—Textile—Fashion, Home Furnishing Merchandising, Home Economics Education Subject Areas Internship (3).

Nine-week internship program with a cooperating store for "on-the-job-training program." For Clothing—Textile—Fashion, Home Furnishing Merchandising, and Home Economics subject areas. Offered as needed.

466. Home Economics Extension Trainee Program (3).

Supervised internship program with County agents in a cooperative program with the Department. Offered only to those who are interested in Home Extension programs. Offered as needed.

Independent Studies (1-3).

199. Planning the Functional Home and Architectural Drawing (3).

Basic needs and wants in housing with emphasis on functional design. Problems in drawing homes to scale using architectural equipment and symbols. Offered as needed.

299. Interior Design and Decoration (3).

A more extensive study of period decoration including dominant influences and characteristics of historical interiors, furniture, ornamental design, and architecture. Elements of design with major emphasis on color and space reinforce the basic knowledge of the general home furnishings course. Offered as needed.

399. Problems in Interior Design (3).

Practical problems in interior planning with the use of fabrics, rugs, and carpets; furniture selection and arrangement; and the use of accessories for the traditional or contemporary home. Offered as needed.

Military Science

Professor: LTC Johnson (Chairman)

**Assistant Professors: MAJ Bickel, MAJ Fields, CPT Bucciarelli,
CPT Daily, CPT Facison, CPT Fite, CPT Brothers**

**Instructors: MSG Goodman, MSG O'Donoghue, SFC Frank,
SGT Donaldson**

Objectives:

The objectives of the Army ROTC Program are to attract, motivate, and prepare selected students to serve as commissioned officers in the active or reserve components of the Army; to provide a practical understanding of the concepts and

principles of military science; to develop a strong sense of duty, honor, and country; to promote teamwork and individual fitness; and to develop an understanding of and appreciation for international relations and national security. Attainment of these objectives prepares students for commissioning and establishes a solid foundation for their professional development and effective performance in the uniformed services or in civilian enterprise.

Scope

The Army ROTC Program is progressive in nature and is composed of a Basic and Advanced Course. Enrollment in the Basic Course is open to all full-time freshmen and sophomores, and its completion is a prerequisite for Advanced Course application. Prior military science or high school JROTC experience may result in direct Advanced Course placement. Entrance into the Advanced Course is selective and is based upon demonstrated performance and leadership potential. Students who satisfactorily complete the Advanced Course are commissioned Second Lieutenants upon graduation.

Basic Course

The Basic Course consists of MS 101, 102, 103, 201, 202, and PE 111, 112 courses taught by Military Science faculty. Students satisfy Basic Course requirements by taking any four of the above courses; however, MS 202 is a mandatory course that must be taken before entry into the Advanced Course.

101. Military Organization (1).

An orientation to the US Army concentrating upon the historical development of ROTC and related customs, courtesies, and traditions of uniformed service. One (1) lecture hour per week.

102. Basic Leadership and Management (1).

An introductory course in leadership and management using case and situational studies to emphasize individual and group needs, group dynamics, and the decision-making process. One (1) lecture hour per week.

103. How to Study (1).

An introduction to the practical application of studying. Emphasis is on study techniques to include planning and time utilization, outlining and note-taking, and preparing for and taking examinations. Special problems related to written requirements, foreign language study, and other disciplines are analyzed. One (1) lecture hour per week.

201. Studies in Decision-Making (2).

A study in progressive leadership concentrating on leadership models, personality, and the perceptual process. Contemporary and historical leadership problems (case studies) are analyzed from a leader's perspective. Two (2) lecture hours per week.

202. Land Navigation and Tactics (2).

An introductory course in land navigation and rifle squad organization, capabilities, and tactics. Two (2) lecture hours per week.

221. Basic Camp (3).

An intensive practical application of leadership and military skills to satisfy basic course prerequisite for enrollment into the Advanced Course. Six (6) week summer program at Ft. Knox, KY for cadets from universities and colleges throughout the entire nation.

Physical Education Courses With Military Science Credit:

111. Marksmanship (1).

111, 112. Orienteering and Mountaineering (1).

111-112. Beginning-Intermediate Self-Defense (1).

111-112. Scuba and PAD1 Certification (1)

112. Skiing (1).

301. Unit-Level Command Responsibilities (3).

A study in leadership from the perspective of the Second Lieutenant, concentrating on the coordination and execution of administrative and tactical-command decisions. Laboratory periods concentrate on leadership development, physical training, and selected presentations. Three (3) lecture hours and one (1) laboratory hour per week.

302. Terrain Analysis (3).

An integrated course of academics and military skills combining advanced land navigation with squad-level tactics. Laboratory periods concentrate on leadership development, physical training, and selected presentations. Three (3) lecture hours and two (2) laboratory hours per week.

311. Military Leadership and Behavior (3).

This course includes case studies of eight successful military leaders. Each leader is biographically studied and excerpts from his career, which emphasize valuable leadership characteristics, are analyzed.

312. Military Administration (3).

This course includes instruction and practical exercises in the following areas: Administrative Records, Correspondence Management, Files Management, DA Publications Management, Personnel Management, Promotion and Reduction System, Military Boards and Investigations, Mail and Safeguarding Classified Information, Financial Management, Office Career Management, and Awards and Decorations.

321. Applied Military Leadership (3).

An intensive practical application of leadership and military skills for Advanced Course students. Six (6) week summer program conducted at Fort Bragg, NC for all Advanced Course cadets from colleges and universities throughout the Eastern Seaboard states.

401. Basic Officer Course Preparation (3).

Studies in military subjects which will prepare an individual for those duties and responsibilities of a newly commissioned officer. These subjects include Military Leadership, Small-Unit Administration, Human Self-Development, Leadership Aspects of Contemporary Issues, Unit Readiness, Company Administration, Effective Written Communications, Awards and Decorations, and Fundamentals of Management. Three (3) lecture hours and one (1) laboratory hour per week.

402. Advanced Leadership and Management (3).

Studies in military-staff organization and procedures to include topics essential to newly commissioned officers. These subjects are Customs and Traditions of the Service, Ethics and Professionalism, Written and Oral Communications, Personnel and Training Management, Military Justice, Law of War, International Law, US Army Logistics, Maintenance Management, and Soviet Army Indoctrination. Students prepare and present military science instruction to military science classes. Three (3) lecture hours and two (2) laboratory hours per week.

411. Military Operations (3).

Course content includes company and battalion tactical doctrine and specialized operations. Stresses student leadership ability through academic study and practical exercises in small-unit tactical doctrine and related topics. Subjects include Map Reading, Troop-Leading Procedures, Principles of War, Formations and Battle Drill, Offensive Tactical Doctrine, Defensive Tactical Doctrine, Retrograde Operations, Infantry-Tank Combined Operations, Tactical Communications, Fire-Support Planning, Combat Intelligence, and Combat Leadership Problems.

412. Military Logistics Management (3).

This course includes instruction and practical exercises in the following areas: Small-Unit Supply Procedures; Organizational Maintenance Management; Dining Facility Management; Supporting Service in the Field; Organization of a Supply Point; Motor Convoy Operations; Formal Property Accountability; Requisitioning, Receiving, Storage, and Issue Procedures; and Records Inspection.

421. The Western Military Experience (3). (History 510)

A survey of modern warfare in the West, with particular emphasis on civil-military relations, technological developments, grand strategy, domestic tensions in wartime, and military leadership.

Military Science Degree Program

The Military Science Department offers a major in Military Science for students who are enrolled in Army ROTC and are planning careers as professional Army Officers. Campbell is the only school in the Southeast which offers a degree program in this field. The requirements for the Bachelor of Science Degree are outlined below. Individuals with prior military service may be given credit for appropriate courses based on experience and military education.

Core Courses

Art, Music or Drama 131	3
English	12
Foreign Language	12*
History 111, 112	6
Math	6
Physics, Biology, Chemistry or Geology	12
Religion	6
Physical Education 100, 185	3
Subtotal	<u>60</u>

*Up to six hours may be satisfied by two or more high school units.

Government 229. National Government	3
Government 345. International Relations	3
Geography 113. Physical Geography	3
MS 311. Military Leadership Styles	3
MS 312. Military Administration	3
MS 411. Military Operations	3
MS 412. Military Logistics Management	3
MS 421. American Military History	3
Subtotal	<u>24</u>

Army ROTC Program	21
*Enrichment Courses	<u>12</u>
Subtotal	<u>33</u>

Electives	<u>11</u>
Total	<u>128</u>

*To be selected from not more than two related disciplines subject to approval by the Professor of Military Science.

Psychology

Professors: Dr. Taylor

Associate Professors: Dr. Davenport, Dr. Nicholson

Instructor: Mr. Pisano (Part-time); Mr. Thomason (Part-time)

All candidates for the Bachelor of Science degree with a major in psychology must be officially admitted to the psychology program. The standards for admission to the program include:

1. Completion of the General College Curriculum requirements.
2. Grades—a minimum grade point average of 2.0 in all work attempted.
3. Approval of the psychology faculty and the Chairman of the Department.

Requirements for a major in Psychology:

Thirty-six hours including Psychology 222, 260, 330, 364, 366, 368, 461, 463, 480. Electives may be chosen from additional Psychology offerings. No more than nine hours may be earned through practicum courses. Psychology 222 is a prerequisite to all other psychology courses.

Psychology majors should take Biology 111 and 112. Students considering graduate study for work in clinical and counseling psychology should take additional work in Biology and Sociology. Anyone planning work in the experimental field should elect courses in mathematics, statistics, and chemistry. Those considering the personnel and industrial field in psychology should elect Business Administration 331 (Management) and Economics 454 (Labor Economics). The foreign language recommended for graduation is either French or German.

222. General Psychology (3).

A study of the various fields of psychology; the developmental process; motivation; emotion; frustration and adjustment; mental health; attention and perception; problems in group living. Attention is given to application of these topics to problems of study, self-understanding, and adjustment to the demands of society. Required of all prospective teachers. Psychology 222 is prerequisite to all psychology courses.

232. Social Psychology (3). (Sociology 232)

The study of forms of interaction of personalities which characterize social life. Topics for consideration include the manner in which status and role characteristics affect personality; the behavior of small groups studied experimentally; group pressure on individual judgment; rumor; leadership; crowd behavior, social movement. Offered in the spring.

260. Developmental Psychology (3).

The effect of the bio-social field on man and the psychological evolution through the life span. Offered in the fall.

330. Research Methods in Behavioral and Social Sciences (4). (SOWK 330)

An introduction to the basic methods of experimental psychology. Special emphasis is placed on increasing student ability to understand and evaluate scientific articles as well as to conduct and report research. Exposure to historically significant problem areas is provided. Laboratory work is an integral part of the course. Offered in the spring.

364. Psychology of Personality (3).

A study of the normal personality including a review of factors which influence personality and individual differences. Offered in the fall and spring.

365. Industrial Psychology (3).

A study of psychological principles as applied to business and industry, to employer-employee relationships, and to producer and consumer behavior. Offered on demand.

366. Statistics I (3).

(See Mathematics 160).

368. Psychology of Learning (3).

A survey of the major concepts and experimental methods of learning. Offered in the spring.

369. Physiological Psychology (3).

A study of the biological correlates of behavior. The functions and structure of the sensory and motor systems. Offered in the fall.

372. Perception (3).

A study of vision, auditory, chemical senses and psycho-physical methods. Offered every other spring.

373. Psychology of Exceptional Children (3).

A study of children who are exceptional, either superior or inferior, in emotional, social, physical, or mental abilities. Offered in the fall.

385. Psychology Club Seminar (1).

Psychology majors who have been active in the psychology club for one semester may receive one (1) semester hour of credit for club membership. The student is expected to research an area of interest related to psychology and formally presents his or her findings at one of the regularly scheduled club meetings.

461. Abnormal Psychology (3).

A survey of the major forms of abnormal behavior of children and adults with an emphasis on understanding the cause, treatment, and prevention of these disorders. Prerequisite: Nine (9) hours of Psychology. Offered in the spring.

463. Educational and Psychological Testing (3).

The principles of educational and psychological tests in the areas of aptitude, achievement; personality, interests, and attitudes. An examination of the various types of tests using test manuals and the tests themselves. The application of these tests to educational and psychological measurement. Laboratory fee of two dollars. Offered in the spring.

467. Statistics II (3).

A study in statistical inference, correlational techniques, "T" tests, and analysis of variance will be considered. Offered every other spring.

471. Clinical Psychology (3).

A survey of the field of clinical psychology concerning the major positions in which clinical psychologists are employed and their principal activities. Prerequisites: Psychology 364 and 461. Offered in the spring.

475. Theories of Personality (3).

A survey of the major personality theories ranging from Freud to Existentialism. Seminar for psychology majors only. Offered in the fall and spring.

480. History of Psychology (3).

This course is an overall view of the origins of movements, psychological concepts, and fields of study. Prerequisite: Twelve (12) hours of psychology. Offered in the fall.

490. Practicum in Mental Retardation (3).

Practicum at a daycare setting for the developmentally disabled or an institution for the mentally retarded. Students will be given the opportunity to become involved in various programs in the institution. Programs will concern the practical application of classroom activities. Supervision will be arranged through the staff of the institution and the faculty at Campbell. The student will participate in a seminar and also write a paper concerning his or her experiences. Additional credit may be obtained with permission of the student's adviser.

492. Practicum Techniques in Counseling (3).

The student will work approximately a half-day per week in a work setting, e.g., with a mental health counselor, public school counselor, probation officer, or psychologist at the Harnett Youth Center (a correctional institution). The student will also participate in an on-campus seminar involving readings and discussions of various aspects of counseling, role-playing, listening to tapes, etc. Students will perform activities congruent with the professional person with whom they are working, e.g., testing, interpreting tests, obtaining social histories, etc. The student writes papers concerning an aspect of counseling and his work experiences. He also develops and writes a paper concerning his own philosophy and theory of counseling. Supervision will be arranged through the staff of the work setting and the faculty at Campbell.

497. Practicum Intensive Work Experience (6).

Selected upperclassmen have the opportunity to work full-time during a summer session in the Harnett County Youth Center and O'Berry Center. The students are supervised by the staff of the institution and faculty at Campbell and are involved in certain activities expected of a staff psychologist at the respective institution.

499. Independent Study (3).

A seminar designed to permit an advanced psychology major to investigate in detail specific problem areas relating to his primary field of interest. Permission must be obtained from the psychology department.

Social Work

Professors: Dr. Wallace, Dr. Taylor, Dr. Turner

Associate Professors: Dr. Calloway and Dr. Nicholson

Assistant Professors: Dr. White, Mr. Crosby

Distinguished Visiting Professor: Dr. Alan Keith-Lucas

All candidates for a major in Social Work must be officially admitted to the Social Work program. The standards for admission to the program include:

1. Satisfactory progress and completion of the General Education Curriculum requirements.
2. Minimum grade point average of 2.0 on all work attempted.
3. Approval of faculty in the Social Work Program.

Requirements for a major in Social Work:

Social Work 201, 242, 321, 322, 330, 341, 342, 350, 352, 390, 480, 481, 492, 493; Sociology 225, 226, 232, 340, 345, 359, 360; and Psychology 222, 364, 373, 461. The recommended mathematics is Math 160 and data processing. Sociology 340 may be counted as Religion 340.

SOWK 201. Introduction to Social Work (3).

The field of social work, brief history of the development of social work agencies, analysis of social case work, goal-oriented group processes and the community organization role of the social worker. Prerequisites: Sophomore, junior, or senior standing and a declared major in Social Work, Religious Education, Law Enforcement, or Psychology.

SOWK 242. Community Organization (3).

The American community as a social system; relationships between major institutional subsystems in the community; functioning within the organizational structure of an agency and relating to the larger community system; organizational structure and dynamics; the community agency relationship.

SOWK 321. Social Work Methods I (3).

Methods of social work, focusing on the individual and the family; interviewing techniques; developing social histories; the dynamics of the helping relationships; methods of evaluating treatment. A variety of theoretical models are presented. Students are encouraged to examine values, ethics, and attitudes as they relate to the development of an effective helping professional. Prerequisites: SOWK 201, junior status, and a declared major in Social Work. Offered in the fall.

SOWK 322. Social Work Methods II (3).

Continuation of Social Work Methods I; work with groups emphasizing structures, dynamics, and stages of groups; the role of the leader in the group; ethical issues in group work. Various theoretical models are examined. Prerequisites: SOWK 321, junior status, and a declared major in Social Work. Offered in the spring.

SOWK 330. (Psychology 330) Research Methods in Behavioral and Social Science (4).

An introduction to the basic research methods in behavioral and social science. Special emphasis is placed on increasing student ability to understand and evaluate scientific articles as well as to conduct and report research. Exposure to historically significant problem areas is provided. Laboratory work is an integral part of the course. Offered in the spring.

SOWK 341. History and Systems of Social Welfare (3).

Development of social welfare as an emerging institution; English Poor Law; development of social welfare systems in the United States from the Colonial Period to the present; analysis of each historical period in terms of the philosophical values and view of humans each reflects. Prerequisites: SOWK 201, junior status, and a declared major in Social Work. Offered in the fall.

SOWK 342. Social Welfare Policy (3).

Social welfare policy; programs, policies, and issues examined within an analytic

framework; eligibility criteria; types of benefits, service delivery systems, and financing; values reflected by choosing particular policy options. Prerequisites: SOWK 341, junior status, and a declared major in Social Work. Offered in the spring.

SOWK 350. Human Behavior and Social Environment I (3).

First part of a two-semester course integrating personality theories, life stage development, and other biological and cultural information relevant to social work practice with individuals and families. Particular attention is paid to minorities of color, women, and selected disadvantaged groups. Offered in the fall.

SOWK 352. Human Behavior and Social Environment II (3).

Continuation of HBSE I, with emphasis on groups, communities, and organizations and on the client-worker interfacing in human-service settings. Offered in the spring.

SOWK 390. Early Field Experiences in Social Work (3).

Development of beginning skills in providing direct services to clients in a variety of settings. Students work a minimum of eight hours each week for a total of one hundred hours distributed over the duration of the course under professional supervision in a community service agency. Students attend a weekly seminar in which knowledge gained from the field experience is shared. This field experience is intended to orient the student to the helping professions early in the college career. Prerequisites: SOWK 201, permission of the instructor.

SOWK 480. Senior Seminar I (1).

Advanced seminar integrating social work theory and practice.

SOWK 481. Senior Seminar II (1).

Continuation of Senior Seminar in Social Work I. (Ethics) Prerequisite: SOWK 480.

SOWK 492. Internship in Social Work I (6).

SOWK 493. Internship in Social Work II (6).

Field experience supervised by a faculty member holding the M.S.W. degree in Social Work in an approved social welfare agency, mental health clinic, home for the aged, correctional institution, or a setting approved by the Social Work faculty for a minimum of four hundred hours during the senior year. Application must be made to the course instructor at the beginning of the regular semester preceding the practicum. Students are responsible for all transportation needed in the practicum. Students who have previously received credit from working in a specific agency may be required to choose a different agency for the practicum. Prerequisites: Satisfactory completion of courses specified by the Department of Social Work and approval of the Department. SOWK 492 and 493 may be taken over two semesters (200 hours each) or full-time during the summer. (400 hours).

Sociology

Sociology 225. Principles of Sociology (3).

A scientific study of human social interaction and society. Specific topics include culture, institutions, groups, collective behavior, and population.



Photo by Todd R. Scarborough

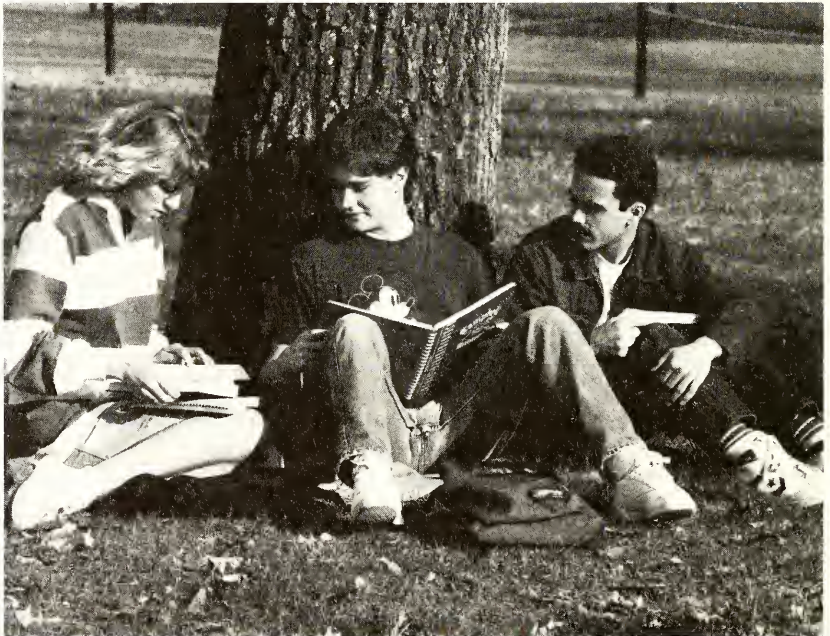


Photo by Bennett Scarborough

Sociology 226. Social Problems (3).

The nature and extent of social problems in contemporary life are examined in terms of cause and constructive methods of treatment and prevention.

Sociology 232. (Psychology 232) Social Psychology (3).

The study of patterns of interaction of personalities which characterize social life. The study of group influence on personality through status and role, rumor, leadership, crowd behavior, and social movements. Offered in the spring.

Sociology 340. (Religion 340) The Family (3).

Among the topics discussed are the development of the family as a social institution, the family in various cultures, and the relationship of the family to the other institutions of contemporary American society. Offered in the fall.

Sociology 344. (Religion 344) (3).

A study of the role of religion and religious institutions in society.

Sociology 345. Anthropology (3).

The scientific study of man which includes man's biological, psychological, social, and cultural dimensions.

Sociology 359. Juvenile Delinquency (3).

Delinquency as form of socially deviant behavior; definition of, extent of, limitations of statistics; theories of causation; the delinquent subculture; prevention and treatment.

Sociology 360. Gerontology (3).

A study of the biological, sociological, psychological, and behavioral changes occurring in later life, from the standpoint of both the individual and society.

5. Directory



Photo by Todd R. Scarborough

5. DIRECTORY

Trustees

Terms Expiring 1990

Dr. Russell T. Cherry, Jr.	Lumberton, NC
Mrs. Lucille L. Ellis	Cary, NC
Mr. Joe D. Floyd, Sr.	High Point, NC
The Reverend James H. Johnson	Asheville, NC
Mr. George McLaney, Jr.	Elizabethtown, NC
Dr. P. C. Purvis	Fairmont, NC
Mr. A. Lee Royal	Charlotte, NC
Mrs. George T. Scott	Selma, NC
The Reverend James B. Sides	Jacksonville, NC
Mr. Harold B. Wells	Whiteville, NC
Mr. William M. Womble, Sr.	Sanford, NC

Terms Expiring 1991

Mr. William E. (Ed) Byrd	Sanford, NC
Mr. Robert A. Harris	Eden, NC
Mr. Thomas J. Keith	Fayetteville, NC
Mr. Bobby L. Murray	Raleigh, NC
Mr. Ray L. Myrick	Greensboro, NC
Mr. J. Leon Rumley	Winston-Salem, NC
Mr. Earl E. Ryals	Greensboro, NC
Mrs. David C. Smith	Fayetteville, NC
Mr. Dan E. Stewart	Raleigh, NC
Mrs. Frederick L. Taylor	Vass, NC
Mr. Ernest A. Thompson	Jacksonville, NC
Mrs. Frank P. Ward	Lumberton, NC

Terms Expiring 1992

Mr. John David Blizzard	Kinston, NC
Mr. Lewis E. Boroughs	Greensboro, NC
Mr. Keith Finch	Dunn, NC
Mrs. Joan Johnson	Benson, NC
Mrs. Minnie Lamm	Wilson, NC
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Mr. J. Brian Scott	Rocky Mount, NC
Mr. Donald W. Sneed	Wilmington, NC
Mr. Robert C. Soles, Sr.	Tabor City, NC
Mr. David N. Stroud	Fuquay-Varina, NC
Mr. Paul Wilson	Red Springs, NC

Terms Expiring 1993

Mr. Woodrow Bass	Fayetteville, NC
Dr. Ramsey Cammack	Burlington, NC
Miss Susie A. Danner	Catawba, NC
Dr. Thomas S. Fleming	Tarboro, NC
Dr. Tom Freeman	Dunn, NC
Mr. K. Bruce Howard	Morehead City, NC
Mr. Russell H. Johnson, Jr.	Conway, NC
Mr. DeLeon Parker	Rocky Mount, NC
Mr. William A. Powell	Shallotte, NC
Mr. Clyde J. Rhyne	Sanford, NC
Mr. Edgar A. Thomas, Sr.	Lexington, NC
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Campbell University

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Dr. Annabelle L. Fetterman	Clinton, NC
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Dr. Charles S. Manooch, III	Morehead City, NC
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Mr. Joe P. Riddle	Fayetteville, NC
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Mrs. Ruth C. Shirley	Tarboro, NC
Mr. Richard L. Thorne	Greensboro, NC
Mr. Curtis R. Todd	Rocky Mount, NC
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Terms Expiring 1991

Dr. Alexander F. Alexander
Mr. Newman D. Buck
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Mrs. James R. Coates
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Dr. T. Harry Gatton
Mr. Charles W. Gibbs
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The Honorable James A. Graham
Mr. Willard B. Harris
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Mr. Finley R. Johnson
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Mr. Nido R. Qubein
Dr. Ernest P. Sauls
The Reverend G. Dana Slack
Mr. George Sloan, Jr.
Mr. Willard D. Small
Mr. Steve J. Smith
Mr. Robert V. Suggs
Mr. Frederick H. Taylor
Mr. Robert T. Taylor
Dr. John M. Tew, Jr.
Mr. H. H. (Nick) Weaver
Mr. Fred Webster

Burlington, NC
Wrightsville Beach, NC
Burlington, NC
Durham, NC
Norfolk, VA
Fort Wayne, IN
Raleigh, NC
Hilton Head, SC
Dunn, NC
Raleigh, NC
Martinsville, VA
Charleston, SC
Windsor, NC
Raleigh, NC
High Point, NC
Buies Creek, NC
Roseboro, NC
Wilmington, NC
Fair Bluff, NC
Stoneville, NC
Greensboro, NC
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Norfolk, VA
Cincinnati, OH
Goldsboro, NC
Greensboro, NC

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Mr. Hoover Adams
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Clinton, NC
Winston-Salem, NC
Dublin, NC
Laurinburg, NC
Fayetteville, NC
Buies Creek, NC
Lillington, NC
Catawba, NC
Raleigh, NC
Fayetteville, NC
Rocky Mount, NC

Mrs. Margaret H. Griffiths	Sanford, NC
Mr. Frank B. Holding	Smithfield, NC
Mr. Lewis E. Hubbard	Winston-Salem, NC
Mr. Perry G. Hudspeth	Raleigh, NC
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Mr. Henry G. Hutaff	Fayetteville, NC
Dr. Gale D. Johnson	Dunn, NC
Mr. John B. Kerr, Jr.	Raleigh, NC
Mr. Jack F. Kitchin	Chesapeake, VA
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Mr. James R. Nisbet	Charlotte, NC
Mr. F. Roger Page, Jr.	Winston-Salem, NC
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Mr. Edgar A. Thomas, Jr.	Lexington, NC
Mr. Edward B. Titmus	Sutherland, VA
Mr. Henry B. Wyche, Jr.	Blue Ridge, VA

Administration and Staff, Spring 1990

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Diamond Matthews	Administrative Assistant to the President
Rick Head	Vice President for Advancement
G. Leonard Johnson	Business Manager and Treasurer
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Walter S. Barge, Sr.	Dean of the College of Arts and Sciences
Thomas H. Folwell, Jr.	Dean of the Lundy-Fetterman School of Business
O. Theo Strum	Dean of the School of Education
Patrick Hetrick	Dean of the School of Law
Ronald W. Maddox	Dean of the School of Pharmacy
Daniel W. Teat	Director of Admissions and Continuing Education, School of Pharmacy
David Heinzman	Director of Continuing Education
J. David McGirt	University Registrar
Herbert V. Kerner, Jr.	Dean of Admissions/Financial Aid/Veterans' Affairs
Robert L. King	Director of Guidance and Career Counseling/ Foreign Student Adviser
Phillip Melvin	Dean of Student Life
Paul Johnson	Director of Public Information and Editor, PROSPECT
John Roberson	Director of Alumni Activities

Todd R. Scarborough	Director of Service Enterprises
Grover Blackburn	Campus Minister
K. David Weekes	Director of Library Services
Wendell Carr	Director of Athletics
L. Randolph Doffernyre	Director of Health Services
George Wilt	Physician's Assistant
Kenneth Barbour	Director of Food Services
Woodrow Neal	Director of University Shopping Center
Corbett Tart	Manager of Laundry
Jim Kinard	Director of Physical Plant and Housing
John Murphy	Director of Personnel and Purchasing
Vivian Simpson	Director of Institutional Research
Ted McKinney	Superintendent of Housing
Oliver Hollis	Superintendent of Housekeeping
Eunice Stewart	Bookkeeper of Housing
Howard Turner	Supervisor of Housekeeping
Essie McLean	Supervisor of Housekeeping
Ricky Symmonds	Director of Public Safety

Associates

Win Quakenbush	Director of Financial Management
Al Hardison	Comptroller
Horace Barefoot	Assistant Vice President for Church Relations
Jack Britt	Director of Corporate and Foundation Relations
David R. Cooke	Director of Computer Services
Buddy Tolar	Computer Programmer
Dorothy Mullins	Director of Residence Life
Sharon Eldridge	Director of Student Activities
Magdalene Ennis	Assistant Registrar - Graduation
Brenda McLeod	Assistant Registrar - Computer
Rue Stewart	Director of Financial Aid
Elva Scarborough	Associate Director of Service Enterprises
Steve Miller	Director of Estate Planning
Kyle Jones	Assistant Librarian
Paula Hinton	Assistant Librarian
Deidre Stevens	Assistant Librarian
Kelli Poole	Associate Director/University Shopping Center
Jeanette Davis	Head Nurse
Mary Jernigan	Associate Director of Food Services
Billie Sawyer	Associate Director of Food Services
Ava Upchurch	Associate Director of Food Services
Stan Cole	Director of Sports Information
Travis Autry	Manager of Radio Station
James S. Farthing	Graduate School Coordinator
Michael Eagan	Veterans' Affairs Coordinator
Joanna Runyon	Director of Admissions

Charlotte Bohn	Admissions Counselor
Jay Brown	Admissions Counselor
Laura Caudill	Admissions Counselor
Elaine Ensley	Admissions Counselor
Ginger Freeman	Admissions Counselor
Reggie Hester	Admissions Counselor
Gary Payne	Admissions Counselor

Residence Directors for Fall, AY90-91

DORM	RESIDENCE DIRECTOR	APARTMENT EXTENSION
Baldwin	Monika Halligan	—
Bryan	Ann Jackson	2658
Burgess House	Angie White	2902
Burkot	David McGirt	2540
Burt House	Angie White	2902
Campbell Colony	William Haas	—
Caudell House	Angie White	2902
Day	Laura Bridges	2669
Hedgpeth	Kim Smith	2510
Jones	Rebecca Raper	2661
Kitchin	Monika Halligan	2544
Layton	Steve Stroud	2469
Lynch House	Belinda Herring	2913
Marshbanks House	Angie White	—
McCall	Todd Showalter	2541
McKay House	Chrystal Yeo	2655
Memory House	Belinda Herring	—
Murray	Grover Blackburn	2518
Powell	TBA	2906
Sauls	Steve Kerney	2264
Small	William Haas	2678
Strickland	Dorothy Mullins	2652
Wallace House	Belinda Herring	—

Secretaries and Other Office Assistants

Malisa Baker	Office of Vice President for Academic Affairs and Provost
Judy Folwell	Office of Business Manager and Treasurer
Betty Pleasant	Office of Vice President for Advancement

Secretaries in Academic Offices

College of Arts and Sciences

Sharon M. Gainey

Office of the Dean

Departmental Secretaries:

Marilyn Buie

Physical Education and Sport Management

Karen Beitar

English and Foreign Language

Betty Hrush

Fine Arts/Mass Communication

Tracy Cain

Biology, Chemistry, Geology, Physics

Phebie M. Smith

Religion and Mathematics

Mellie Weekes

Government/History

School of Education

Julia Atkins

Office of the Dean

Judy Milton

Office of the Dean

Lundy-Fetterman School of Business

Edith Foster

Office of the Dean

Lorie Seeley

Office of the Dean

Terry Price

Office of Lundy Chair, Baldwin Hall

Other Offices

Accounting Office, Britt Hall: Janet Gauldin, Barbara Harden, Jackie Matthews, Susan Sammons, Elsa Sears, Jean Whitmore, Rhonda Williams, Nancy Wilson

Advancement Office, Administration Building: Janie Bryant, Kathy Clark, Wanda Pollard, Celia C. Snipes, Edna S. Stephens, Tomasa Goodson

Business Office, Administration Building: Alysa Clear, Reba Clifton, Ramona Daniels, Kathi Ennis, Gloria Latta, Helen McKoy, Jorita Richardson, Linda West, Margie Whittington

Campus Minister: Sarah Barge

Dean of Student Life: Violet Lee

Division of Admissions and Financial Aid Office: Lisa Faircloth, Dee Hudson, Peggy Mason, Judy Satterfield, Brenda Schneider, Susan Unti, Cathy Wade

Food Service, Marshbanks Dining Hall: Patricia Hall

Guidance and Career Counseling, Baldwin Hall: Peggy Lawrence

Library: Eula Upchurch

Physical Plant: Olene Ennis, Jean Gainey, Jean Ann Kellams

Registrar's Office: Carolyn Godwin, Evelyn Howell, Chrystal Yeo

Service Enterprises: Rosemarie Blair, Gail Bledsoe, Lisa Gleason, Rose Haney, Karen McKay, Sue Mason, Jean Pryor, Shelby Savidge, Brenda Wallace

Public Safety: Betty Stewart

University Faculty 1989-1991

Norman Adrian Wiggins, President-B.A., LL.B., Wake Forest University; LL.M., J.S.D., School of Law, Columbia University; Associate Trust Officer, Planters National Bank and Trust Company, Rocky Mount, NC, 1952-1955; Assistant Professor of Law, Wake Forest University, 1956-1957; Associate Professor of Law, 1957-1962; Professor of Law, 1962-1967; General Counsel, 1964-1967, Wake Forest University; President, Campbell University, 1967-

Jerry M. Wallace, Vice President for Academic Affairs and Provost-B.A., East Carolina University; B.D., Th.M., Southeastern Baptist Theological Seminary; M.S., Ed.D., North Carolina State University; Associate Professor of Sociology, part-time, 1970-1975; Tyner Professor of Religion and Chairman of the Department of Religion and Philosophy, 1975-1981; Dean of the University and Director of Graduate Studies, 1981-1983; Provost, 1984-1986; Vice President for Academic Affairs and Provost, 1986- ; Campbell University, 1970-

College of Arts and Sciences Faculty 1989-1991

James L. Abrahamson, Barden Professor of Government-B.S., U.S. Military Academy; M.A., Graduate Institute of International Studies, Geneva, Switzerland; M.A., Ph.D., Stanford University; Campbell University, 1986-

Gennaro A. Acanfora, Associate Professor of Physical Education and Sport Management - B.S., Ed.M., Rutgers University; Ph.D., The Ohio State University; Campbell University, 1989-

Harold C. Bain, Associate Professor of Mathematics/Computer Science-B.A., Atlantic Christian College; M.A., George Peabody College; graduate student, North Carolina State University; Campbell University, 1957-1990.

Walter S. Barge, Sr., Dean of the College of Arts and Sciences, Professor of History-B.A., Wake Forest College; M.A., Columbia University; Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1984-

L. Stanford Beard, Professor of Biology-B.S., Furman University; M.A., Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1961-

Stephen L. Berry, Adjunct Instructor in Government-B.S., J.D., Brigham Young University; Campbell University, Spring, 1983-1989.

- Anne Bessac**, Assistant Professor of Art-B.A., University of North Carolina at Chapel Hill; M.F.A., University of North Carolina at Greensboro; Campbell University, 1988-1989.
- Nicky R. Blanchard**, Instructor in Biology-A.A., Brevard College; B.S. in Pharmacy, University of North Carolina at Chapel Hill; M.Ed., Campbell University; Campbell University (Part-time 1989-1990, Full-time 1990-), 1989-
- Ossie M. Bowen**, Adjunct Instructor in History-B.S., University of Corpus Christi; M.S., Texas A & I; graduate student, University of Florida and Florida Atlantic; Campbell University, 1983-
- Stephen Reed Bowers**, Adjunct Instructor in Government-B.A., M.A., Ph.D., University of Tennessee; Campbell University, Spring, 1983-1989.
- Cynthia Brown**, Assistant Professor of Music-B.S., Campbell University; M.C.M., D.M.A., Southern Baptist Theological Seminary; Campbell University, 1988-
- Andrew Bryan**, Instructor in Chemistry-B.S., Ph.D. candidate, North Carolina State University; Campbell University, 1990-
- Juanita Buzzard**, Adjunct Instructor in Religion-B.A., Southwest Bible Baptist College; M.R.E., Northern Baptist Seminary; Campbell University, 1987-1988.
- Wendell L. Carr**, Associate Professor of Physical Education and Sport Management-B.S., Wake Forest University; M.A., East Carolina University; graduate student, Indiana University; Campbell University, 1974-
- Scott Carter**, Instructor in Music-B.M., M.M., East Carolina University; DMA candidate, University of Cincinnati College Conservatory of Music; Campbell University, 1990-
- Terry Cluck**, Assistant Professor of Biology-B.S., Southwestern Oklahoma State University; M.A., Baylor University; Ph.D., Texas A & M University; Campbell University, 1987-1990.
- Michael G. Cogdill**, Tyner Professor of Religion-B.A., Mars Hill College; M.S., North Carolina State University; M.Div., D.Min., Southeastern Baptist Theological Seminary; Campbell University, 1978-1984; 1988-
- Lefflett Teed Easley, Jr.**, Assistant Professor of Social Sciences-B.A., Newberry College; M.Ed., advanced graduate studies, University of North Carolina at Chapel Hill; Campbell University, 1959-
- Cenieth Catherine Elmore**, Associate Professor of Music-B.M., University of North Carolina at Greensboro; M.M., M.A., Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1963-
- John Enloe**, Adjunct Instructor in Music-B.M., Appalachian State University; M.M.Ed., University of North Carolina at Greensboro; Campbell University; 1987-1989.

Daniel R. Ensley, Assistant Professor in Mass Communication-B.A., Campbell University; M.A., University of South Carolina; Campbell University (Part-time 1979-1983, Full-time 1986-), 1979-

Steven Howard Everhart, Associate Professor of Biology-B.S., University of North Carolina at Wilmington; M.S., Ph.D., North Carolina State University; other graduate study, Cornell University and University of Virginia; Campbell University, 1980-

Ronnie W. Faulkner, Technical Services Librarian and Assistant Professor of History-B.A., Campbell University; M.A., East Carolina University; MSLS, University of North Carolina at Chapel Hill; Ph.D., University of South Carolina; Campbell University, 1989-

David Fleming, Assistant Professor of Religion-B.A., Samford University; M.Div., Ph.D., Southern Baptist Theological Seminary; Campbell University, 1990-

Tom Freeman, Adjunct Instructor in Religion-A.A., Mars Hill College; B.A., Wake Forest University; Th.M., Southern Baptist Theological Seminary; Campbell University, 1986-

William H. Freeman, Associate Professor of Physical Education and Sport Management-B.A., Wake Forest University; M.A.T., Duke University; M.S., Ph.D., University of Oregon; Campbell University, 1989-

Jamie Fugitt, Instructor of Mathematics/Computer Science-B.S., The School of the Ozarks; M.S., University of Missouri, K.C.; Campbell University, 1990-

David Gardner, Adjunct Assistant Professor of Physical Education and Health-B.S., M.A., Appalachian State University; D.A., Middle Tennessee State University; Campbell University, 1987-1988.

A. Scott Garrow, Associate Professor of English-A.B., Hampden-Sydney College; M.A., Ph.D., University of North Carolina at Chapel Hill; Campbell University 1986-1989 (deceased).

Gary Hall, Instructor in Physical Education and Health-B.A., Atlantic Christian College; M.A., Wake Forest University; Ph.D. candidate, University of North Carolina at Greensboro; Campbell University, 1987-1989.

Paula Pearce Hinton, Assistant Librarian for Public Services-B.S., Campbell University; MSLS, University of North Carolina at Chapel Hill; Campbell University, 1985-

Kevin Holland, Instructor in Chemistry-B.A., Elon College; M.S., University of North Carolina at Greensboro; Ph.D. candidate, Wake Forest University; Campbell University, 1986-1990.

Bonnie Homsley, Assistant Professor of English-B.A., Union University; M.A., University of Oklahoma; Ph.D., University of Wisconsin-Madison; Campbell University, 1988-

Robert C. Hope, Professor of Geology-B.S., Duke University; M.S., North Carolina State University at Raleigh; Ph.D., University of South Carolina; other graduate study, Louisiana State University; research, Geologisches Institut der Universität Köln; (on leave of absence fall semester, 1973), (on leave 1983-1984), Campbell University 1964-1989.

William W. Horner, Associate Professor of Chemistry-B.S., M.A., Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1980-

Susan Burnett Horton, Associate Professor of Music-B.M., M.M., Westminster Choir College; Campbell University, 1955-

Joyce Hren, Adjunct Instructor in Foreign Language-B.A., M.A., University of Wisconsin, M.A., German, University of Florida; M.A., Latin, University of Florida; Campbell University, 1987-1990.

Barbara Dysart Hudson, Adjunct Instructor in Music-B.M.Ed., M.M., University of North Carolina at Greensboro; Campbell University, 1985-1987; 1989-

Marvin Hunt, Assistant Professor of English-B.A., M.A., East Carolina University; Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1990-

Christopher T. James, Instructor in Geology, Part-time Instructor in Chemistry-B.S., Campbell University; M.S., West Virginia University; graduate student, Pembroke State University; Campbell University (Part-time 1983-1986; Full-time 1987-), 1983-

Tony R. Johnson, Instructor in Physical Education and Sport Management-B.A., North Carolina Wesleyan; M.Ed., East Carolina University; Campbell University, 1990-

Kyle S. Jones, Reference Librarian-A.B., Lenoir-Rhyne; M.A., Appalachian State University; MLS, North Carolina Central University; Ed.D., North Carolina State University; Campbell University, 1988-

Milton Jordan, Journalist-Adjunct Instructor in Print Media-Campbell University, 1987-

James M. Jung, Professor of Chemistry-B.S., Davidson College; M.Ed., Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1962-

B. Donald Keyser, Howard Professor of Religion-B.A., Wake Forest University; B.D., Ph.D., Southern Baptist Theological Seminary; Campbell University, (Full-time 1959-1990; Part-time 1990-), 1959-

Nancy Kirkhum, Adjunct Instructor in Music-B.M.Ed., University of North Carolina at Chapel Hill; M.A., University of North Carolina at Greensboro; Campbell University, 1987-1988.

Harry E. Larche, Professor of Physical Education and Health-B.S.E., Arkansas State University; M.S.Ed., University of Mississippi; D.P.Ed., Indiana University; Campbell University, 1975-1989.

- Daniel A. Linney**, Associate Professor of Dramatic Art and Speech-A.B., M.A., University of North Carolina at Chapel Hill; Campbell University, 1959-
- David Lippard**, Adjunct Instructor in Public Relations-B.B.A., Campbell University; Campbell University, 1987-
- Frances Lynch Lloyd**, Associate Professor of Physical Education and Health-B.S., University of North Carolina at Greensboro; M.A.T., University of North Carolina at Chapel Hill; Campbell University, 1955-1990.
- Dean M. Martin**, Associate Professor of Religion and Philosophy-B.A., William Jewell College; B.D., Yale University Divinity School; Ph.D., Baylor University; Postdoctoral research, Duke University, University of Swansea (Wales), Yale University; Campbell University, 1974-
- Robert Mayberry**, Associate Professor in Foreign Language-B.A., Wake Forest University; M.A., University of Tennessee; Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1986-
- Scott D. Miller**, Instructor in Physical Education and Sport Management-B.S., Eastern Washington University; M.Ed. (pending), Springfield College; Campbell University, 1990-
- Julia Millsaps**, Instructor in Physical Education and Sport Management-B.S., Louisiana Tech.; M.Ed., Northeast Louisiana University; Campbell University, 1990-
- Anne T. Moore**, Professor of History-A.B., Westhampton College; M.A., Ph.D., University of North Carolina at Chapel Hill; M.Ed., North Carolina State University; Campbell University, 1962-
- Elijah L. Nelson**, Associate Professor of Natural Sciences-B.S., M.A., East Carolina University; graduate student, University of Colorado; D.Ed., University of Sarasota; (on leave of absence, 1962-1963); Campbell University, 1956-
- Dwight Lamar Norwood**, Professor of Mathematics/Computer Science-B.S., Wake Forest University; M.A., Appalachian State University; Ph.D., University of Arkansas; Campbell University, 1973-
- Lucy Pake**, Instructor in English-B.S., M.A., East Carolina University; Campbell University (Part-time 1988-1990; Full-time 1990-), 1988-
- William Patterson**, Instructor in Physical Education and Health, Assistant Athletic Director-B.S., University of South Carolina; M.Ed., University of Georgia; Campbell University, 1987-1990
- Judy Peel**, Assistant Professor of Physical Education and Health-B.S., McMurray College; M.Ed., Ph.D., University of Missouri; Campbell University, 1988-1989.
- Donald N. Penny**, Assistant Professor of Religion-B.A., Campbell College; M.Div., Southeastern Baptist Theological Seminary; Ph.D., Emory University; Campbell University, Spring, 1980-

William Roy Phelps, Associate Professor of Spanish-B.S., M.A., East Carolina University; graduate study, Appalachian State Teacher's College, Middlebury College, East Tennessee State University, University of Arizona; University of North Carolina at Chapel Hill; D.Ed., University of Sarasota; Campbell University, 1968-1990.

Robert Neil Piper, Associate Professor of Music-B.S., M.S., Ed.D., University of Illinois; Campbell University, 1968-

Ismael Rivera, Assistant Professor of Spanish-B.A., M.A., George Washington University; M.A., University of North Carolina at Chapel Hill; Campbell University (Part-time 1987-1990; Full-time 1990-), 1987-

Iris Gray Scarborough, Associate Professor of Music-B.A., Meredith College; M.A., George Peabody College for Teachers; Ph.D., Peabody College of Vanderbilt University; (on leave of absence fall semester, 1977) Campbell University, 1969-

Donald N. Schroeder, Associate Professor of Government-B.A., University of Illinois at Chicago; M.A., Ph.D., Duke University; Campbell University, 1978-

Ann Scoggin, Adjunct Instructor in Music-B.M., University of Tennessee; Campbell University, 1987-

Martin Paul Sellers, Assistant Professor of Government-B.A., Trenton State University; M.P.A., New York University; Ph.D., Temple University; Campbell University, 1988-

Mary Bates Sherwood, Assistant Professor of Social Science-B.A., M.Ed., University of North Carolina at Chapel Hill; graduate student, University of North Carolina at Chapel Hill, Duke University, North Carolina State University; Campbell University, 1967-1989.

Breck Smith, Assistant Professor of Art-B.A., Averett College; M.F.A., University of North Carolina at Greensboro; Campbell University, 1988-

Timothy Snell, Instructor of English-B.A., Campbell University; M.A., University of North Carolina at Chapel Hill; Campbell University, 1990-

James Sprouse, Assistant Professor of English-B.A., Tennessee Temple University; M.A., University of Mississippi; Ph.D., University of Tennessee; Campbell University, 1987-1990.

John Edward Stamp, Jr., Associate Professor of Music-B.S., Indiana University of Pennsylvania; graduate student, State University of New York; M.M., East Carolina University; graduate student, University of Northern Colorado; D.M.A., Michigan State University; (on leave of absence, 1986-1987) Campbell University, 1982-1990.

David M. Steegar, Associate Professor of Foreign Language-B.A., Miami University of Ohio; M.A., Ohio State University; Ph.D., University of Toronto; Campbell University, 1978-

- Deidre D. Stevens**, Reference Librarian-B.A., University of North Carolina at Wilmington; M.L., University of South Carolina; Campbell University, 1990-
- Dorothea L. Stewart**, Associate Professor of English-B.A., University of North Carolina at Greensboro; M.A., East Carolina University; Campbell University, 1960-
- William C. Stone**, Associate Professor of Music-B.M., M.M., Eastman School of Music, University of Rochester; graduate student, Northwestern University; Campbell University (Full-time 1961-1988; Part-time, 1988-), 1961-
- William Tate**, Adjunct Instructor in English-B.A., Bob Jones University; M.A., Duke University; Campbell University, 1988-1989.
- Mircea Tatos**, Adjunct Instructor in English-B.A., M.A., University of Bucharest; Campbell University, 1982-1990.
- Jerry Duncan Taylor**, Professor of Mathematics/Computer Science-B.A., Arkansas State Teachers College; M.S., University of Arkansas; Ph.D., Florida State University; Campbell University, 1961-
- Wayne W. Thomas**, Assistant Professor of Mathematics/Computer Science-B.S., M.Ed., North Carolina State University; (on leave of absence 1964-1966) Campbell University, 1959-1964; 1966-
- Janis Keen Todd**, Assistant Professor of Mathematics/Computer Science-B.S., M.Ed., East Carolina University; (on leave of absence fall semester, 1978), Campbell University, 1966-
- Louis Towles**, Associate Professor of History-B.S., College of Charleston; M.A., Ph.D., University of South Carolina; Campbell University, 1990-
- William P. Tuck**, Assistant Professor of History-B.A., M.A., Duke University; graduate student, University of North Carolina at Chapel Hill; (on leave of absence 1964-1967), Campbell University, 1958-
- Frank A. Vaughan**, Associate Professor of English-B.A., M.A., California State University at Hayward; Ph.D., University of California at Riverside; Campbell University, 1981-
- Andrew C. Vinal**, Assistant Professor of Biology-A.S., Sandhills Community College; B.S., M.S., Ph.D., North Carolina State University; Campbell University, 1990-
- Wanda Evon Watkins**, Instructor in Physical Education and Sport Management-B.S., M.Ed., Campbell University; Campbell University, 1980-
- K. David Weekes**, Director of Library Services-B.S.E., University of Florida; M.A., University of Denver; B.D., Th.D., Southwestern Baptist Theological Seminary; Campbell University, 1985-
- Mary Weiss**, Adjunct Instructor in Physical Education and Sport Management-A.A., Chowan College; B.A., M.Ed., Campbell University; Campbell University, 1988-

Robert Wiggins, Assistant Professor of English-B.S., Clemson University; M.A.T., Duke University; M.Ed., Ph.D., University of South Carolina; Campbell University, (Part-time 1987-1988; full-time 1988-1990) 1987-1990.

Claudia Williams, Instructor in Biology-B.S., Berry College; M.S., University of Georgia; Campbell University, 1987-

Chih C. Yang, Adjunct Associate Professor of Mathematics/Computer Science-B.S., M.S., National Taiwan University; M.S., Mississippi State University; Ph.D., North Carolina State University; Campbell University, 1988-

Paul M. Yoder, Professor of Music-B.A., Goshen College; M.M., Wichita State University; Ph.D., Florida State University; Campbell University, 1961-1989.

Lundy-Fetterman School of Business Faculty 1989-1991

Christine Daughtry Beasley, Associate Professor of Business-B.S., M.A., East Carolina University; Campbell University, 1969-

L. McNeill Chestnut, Part-time Professor of Business-B.S., Trust Certificate, J.D., Campbell University; Campbell University, 1984-

David R. Cooke, Director of Academic Computer Center and Instructor in Business-B.A., Tufts University; M.C.S., Rollins College; Campbell University, 1980-

John P. Crane, Instructor in Business-B.S., University of North Carolina; M.B.A., University of Texas; C.P.A.; Campbell University, 1989-

Jack R. Dauner, Part-time Professor of Business-B.S.C., University of Iowa; M.S.C., Ph.D., St. Louis University; Campbell University, 1979-

Jan Dunlap, Part-time Professor of Business-B.S., University of California; M.S., New York University; Ed.D., North Carolina State University; Campbell University, 1979-

Conrey D. Flowers, Part-time Professor of Business-B.S., Campbell University; graduate student, North Carolina State University; Campbell University, 1972-1979; 1983-

Thomas H. Folwell, Jr., Professor of Business-B.A., Guilford College; M.A., Duke University; Campbell University, 1963-

Willis F. Gupton, Part-time Professor of Business-B.A., High Point College; J.D., Wake Forest University; Campbell University, 1985-

Yu-Mong Hsiao, Assistant Professor of Business-B.A., National Taiwan University; M.B.A., Mississippi State University; M.E., Ph.D., North Carolina State University; Campbell University, 1984-

Hwan-Chyang Lin, Assistant Professor of Business-B.A., National Chung Hsing University; M.S., Ph.D., University of Illinois; Campbell University, 1990-

Shahriar Mostashari, Associate Professor of Business-B.A., National University of Iran; M.A., Western Michigan University; M.B.A., Golden Gate University; Ph.D., North Carolina State University; Campbell University, 1982-

H. Jones Norris, Part-time Professor of Business-B.S., Campbell University; M.B.A., University of Pennsylvania; J.D., Wake Forest University; C.P.A.; Campbell University, 1970-74; 1981-

Dwight Lamar Norwood, Associate Professor of Business-B.S., Wake Forest University; M.A., Appalachian State University; Ph.D., University of Arkansas; Campbell University, 1973-

David H. Parker, Part-time Professor of Business-B.B.A., Campbell University; M.S., University of Virginia; C.P.A.; Campbell University, 1979-

William H. Peterson, Burrows T. Lundy Professor of the Philosophy of Business-B.S., New York University; M.S., Columbia University; Ph.D., New York University; Campbell University, 1976-1979, 1988-

Vasant H. Raval, Associate Professor of Business-B.A., University of Poona; LL.B., University of Bombay; M.S., American Graduate School of International Management; M.C.L., Southern Methodist University; M.A., Syracuse University; D.B.A., Newport University; Ph.D. candidate, Syracuse University; Campbell University, 1986-

Ellen Sikes, Associate Professor of Business-B.A., Limestone College; Graduate Student, Appalachian State University; Lenoir-Rhyne College; East Carolina University; North Carolina State University; M.S., University of North Carolina at Greensboro; Campbell University, 1966-

Umesh C. Varma, Instructor in Business-B.S., University of Kanpur; B.S.B.A., Thomas A. Edison State College; M.S., Jackson State University; Campbell University, 1988-

Jo Ann Vaughan, Assistant Professor of Business-B.S., University of North Carolina at Charlotte; M.A., University of North Carolina; C.P.A.; Campbell University, 1988-

Bayred O. Vermillion, Part-time Professor of Business-B.S., Southwest Missouri State College; M.A., George Washington University; graduate studies, College of William and Mary, Boston University; Campbell University, (Full-time 1966-Spring 1983; Part-time 1983-), 1966-

James E. Witherspoon, Jr., Assistant Professor of Business-B.A., Campbell University; J.D., Wake Forest University; Campbell University, 1983-

F. Christian Zinkhan, Associate Professor of Business-B.A., Franklin and Marshall College; M.F., M.B.A., Duke University; D.B.A., Mississippi State University; Campbell University, 1987-

School of Education Faculty 1990-1991

William G. Bickel (MAJ), Assistant Professor of Military Science-A.A., Prince George's College; B.S., Shaw University; M.Ed., North Carolina State University; Campbell University, 1989-

Eugenia Blake, Assistant Professor of Education-B.Mus., M.Ed., Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1989-

Sue T. Bowden, Part-time Instructor in Education-A.B., Meredith College; M.A.T., Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1977-1983; Part-time, 1984-

Scott L. Brothers (CPT), Assistant Professor of Military Science-B.S.; United States Military Academy; Campbell University, 1990-

John A. Bucciarelli (CPT), Assistant Professor of Military Science-B.S., United States Military Academy; Campbell University, 1990-

Pauline F. Calloway, Associate Professor of Home Economics-B.S., High Point College; M.Ed., Ed.D., North Carolina State University; Campbell University, 1987-

Fontaine B. Campbell, Jr., Assistant Professor of Social Work-B.A., Mississippi College; M.S.W., Louisiana State University; Campbell University, 1986-1990.

D. Wayne Crosby, Assistant Professor of Social Work-B.A., Furman University; MSSW, University of Louisville; Ph.D. (candidate), University of South Carolina; Campbell University, 1990-

Gerald M. Chandler, Assistant Professor of Education-A.B., M.S., Ph.D., Florida State University; Campbell University, 1988-

Edward Daily, Jr. (CPT), Assistant Professor of Military Science-B.S., St. Francis College; Campbell University, 1987-

Betty M. Davenport, Associate Professor of Education-B.A., M.A.T., University of Massachusetts; Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1981-

Tommy L. Facison (CPT), Instructor of Military Science-B.S., Albany State College; Campbell University, 1988-

Milton G. Fields (MAJ), Assistant Professor of Military Science-B.S., United States Military Academy; Campbell University, 1988-

Marshall P. Fite (CPT), Assistant Professor of Military Science-B.S., University of Oklahoma; Campbell University, 1987-

Jimmy Foster, Part-time Instructor in Education-B.S., East Carolina University; M.Ed., Ed.D., University of North Carolina at Greensboro; Campbell University, 1987-

Clifton Frank (SFC), Instructor of Military Science; Campbell University, 1989-

Margaret L. Giesbrecht, Associate Professor of Education-B.S., M.S., Iowa State University; Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1981-

Christopher G. Godwin, Part-time Instructor in Education-B.S., M.Ed., Campbell University; Campbell University 1988-

Gerald D. Goodman (MSG), Instructor of Military Science-A.S., Monmouth College; Campbell University, 1987-

Marie Whitford Gray, Associate Professor of Education-B.S., M.A., East Carolina University; Additional Graduate Studies, University of North Carolina at Chapel Hill; Campbell University, 1964-

Sammy Wayne Hatcher, Assistant Professor of Education-A.A., East Central Junior College; B.S.E., Delta State College; M.Div., Southwestern Baptist Theological Seminary; Ed.D., Mississippi State University; Campbell University, 1988-

Robert Henry, Assistant Professor of Education-B.S., United States Military Academy; M.S., Pennsylvania State University; Ph.D., Boston College; Campbell University, 1986-

Oliver R. Johnson (LTC), Professor of Military Science-B.S., United States Military Academy; M.S., University of Indiana; Campbell University, 1988-

Allan Keith-Lucas, Distinguished Visiting Professor of Social Work-B.A., Cambridge University; M.S., Western Reserve University; Ph.D., Duke University; Campbell University, 1987

Ronald Edwin Kendrick, Assistant Professor of Education-B.S., M.Ed., University of South Carolina; Ed.D., Auburn University; Campbell University, 1988-

Catherine Campbell King, Associate Professor of Home Economics-B.A., Meredith College; M.S., University of North Carolina at Greensboro; Campbell University, 1952-1955; 1961-

Benjamin J. Matthews, Assistant Professor of Education-B.A., University of North Carolina at Chapel Hill; M.Ed., Ph.D., University of North Carolina at Greensboro; Campbell University (Full-time 1980-1981; Part-time 1986-), 1980-

Lawrence R. Nicholson, Associate Professor of Psychology-B.S., Wofford College; M.S., Ph.D., North Carolina State University; Campbell University, 1968-

John R. O'Donoghue (MSG), Instructor of Military Science-Campbell University, 1989-

Mark Pisano, Part-time Instructor of Psychology-B.A., Clemson University; M.A., and C.A.S., Western Carolina University, Campbell University, 1989-

- Fred Ponder**, Assistant Professor of Education-B.A., M.A., Ed.S., University of Alabama; Ph.D., University of North Texas; Campbell University, 1987-
- Jan Rigsbee**, Part-Time Instructor of Education-B.A., Queens College; M.A., Appalachian State University; Ed.D. (candidate), North Carolina State University; Campbell University, 1989-
- Brenda D. Rivenbark**, Assistant Professor of Education-B.S., Wake Forest University; M.A.Ed., Ed.S., East Carolina University; Ed.D., Duke University; Campbell University, 1988-
- Daniel D. Ryan**, Assistant Professor of Education-B.S.Ed., State College of New York at Cortland; M.P.A., M.Ed., State University of New York at Albany; Ed.D., University of Southern Mississippi; Campbell University, 1988-
- Grover A. Smith**, Associate Professor of Education-B.A., Florida Southern College; Ed.M., Ed.D., University of North Carolina at Chapel Hill; Campbell University, 1987-1990.
- Theo Strum**, Professor of Education-A.B., Elon College; M.Ed., University of North Carolina at Greensboro; Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1976-
- Joseph T. Tambe**, Assistant Professor of Education-A.B., Ohio University; M. Comm., University of Richmond; Ed.D., College of William and Mary; Campbell University, 1990-
- Gary A. Taylor**, Professor of Psychology-B.A., Oklahoma Baptist University; M.S., Oklahoma University; Ph.D., North Carolina State University; Campbell University, 1968-
- John Thomason**, Part-time Instructor of Psychology-B.U.S., University of New Mexico; M.A., Stephen F. Austin University; Ph.D. (candidate), North Carolina State University; Campbell University 1990-
- Leonore Doromal Tuck**, Associate Professor of Home Economics-B.S.E., Radford College; M.S., University of Tennessee; Graduate Studies, Cornell University; Virginia Polytechnic Institute; M.P.H., University of North Carolina at Chapel Hill; (Leave of absence 1966-67); Campbell University, 1955-
- Rufus Benton Turner**, Professor of Education-B.S., M.A., North Carolina State University; Graduate Studies, East Carolina University; Ed.D., Duke University; Campbell University, 1966-
- Jerry M. Wallace**, Professor of Sociology-B.A., East Carolina University; B.D., Th.M., Southeastern Baptist Theological Seminary; M.S., Ed.D., North Carolina State University; Campbell University (Part-time 1970-1975) 1975-
- Joyce White**, Assistant Professor of Social Work-B.A., St. Mary's College; M.A., University of North Carolina at Chapel Hill; M.S.W., Virginia Commonwealth University; Ph.D., Case Western Reserve University; Campbell University, 1989-

TUNKU ABDUL RAHMAN COLLEGE

KUALA LUMPUR, MALAYSIA

Centre for Arts and Science

Faculty 1990-1991

Dr. Ng Lay Swee, Head of School of Arts and Science-B.Sc., 1963, Nanyang University, Singapore; Ph.D., 1968, McGill University, Canada; Tunku Abdul Rahman College, 1972-

Dr. Cheng Su Chiau, Principal Lecturer-B.Sc., 1963, Nanyang University, Singapore; M.Sc., 1965, University of Alberta, Canada; Ph.D., 1969, McGill University, Canada; Tunku Abdul Rahman College, 1974-

Dr. Ong Hock, Principal Lecturer-B.Sc., 1966, Nanyang University, Singapore; M.Sc., 1969, University of Auckland, New Zealand; Ph.D., 1973, University of Toronto, Canada; Tunku Abdul Rahman College, 1975-

Dr. Yap Sue Pin, Principal Lecturer-B.Sc., 1961, Nanyang University, Singapore; M.Sc., 1969, Ph.D., 1972, Waseda University, Japan; Tunku Abdul Rahman College, 1972-

Dr. Chin Ting Yun, Senior Lecturer-B.Sc., 1961, Nanyang University, Singapore; M.Sc., 1964, University of Hawaii, U.S.A.; Ph.D., 1970, University of Illinois, U.S.A.; Tunku Abdul Rahman College, 1974-

Mr. Eng Chun Hoi, Senior Lecturer-B.Sc., 1968, Nanyang University, Singapore; M.Sc., 1970, University of Waterloo, Canada; Dip. in Education, 1973, University of Singapore, Singapore; Tunku Abdul Rahman College, 1977-

Dr. Hong Nyi Seng, Senior Lecturer-B.Sc., 1971, National Cheng Kung University, Taiwan; M.Sc., 1973; Ph.D., 1977, Imperial College, London University, U.K.; Tunku Abdul Rahman College, 1977-

Dr. Lee Guat Lean, Senior Lecturer-B.Sc., (Hons.) 1969, University of Malaya, Malaysia; Ph.D., 1974, University of Georgia, U.S.A.; Tunku Abdul Rahman College, 1975-

Dr. Leong Yoon Kwai, Senior Lecturer-B.Sc., 1970, National Taiwan University, Taiwan; M.Sc., 1973, Ph.D., 1976; Purdue University, U.S.A.; Tunku Abdul Rahman College, 1977-

Dr. Soon Ting Kueh, Senior Lecturer-B.Sc., 1971, B.Sc. (Hons.), 1972, Ph.D., 1975, University of Malaya, Malaysia; Tunku Abdul Rahman College, 1975-

Mr. Teo Kok Chau, Senior Lecturer-B.Sc., 1975, M.Sc., 1977; University of Malaya, Malaysia; Tunku Abdul Rahman College, 1986-

- Dr. Banumathi Thangavelu**, Lecturer-B.Sc. (1st Class), 1973, M.Sc. (1st Class), 1975; Madras University, India; M.Sc., 1982, Ph.D., 1988, University of Malaya, Malaysia; Tunku Abdul Rahman College, 1986-
- Mr. Chan Fung Lin**, Lecturer-B.Sc., 1977, University of London, U.K.; M.Sc., 1989, University of Essex, U.K.; Tunku Abdul Rahman College, 1978-
- Ms. Chiew Mui Kui**, Lecturer-B.Sc., (Hons.) 1978, Sussex University, U.K.; M.Sc., 1979, Liverpool University, U.K.; Tunku Abdul Rahman College, 1983-
- Mr. Goh Aik Chin**, Lecturer-B.Sc., 1987, University of Iowa, U.S.A.; M.Sc., 1989, West Coast University, U.S.A.; Tunku Abdul Rahman College, 1989-
- Ms. Lee Chaw Chu**, Lecturer-B.Sc., 1976, University of Malaya, Malaysia; Postgraduate Diploma in Data Processing, 1983, Ulster Polytechnic, U.K.; Tunku Abdul Rahman College, 1977-
- Ms. Lee Nyet Yun**, Lecturer-B.Sc., (Hons.) 1979, Loughborough University of Technology, U.K.; M.Sc., 1982, North East London Polytechnic, U.K.; Tunku Abdul Rahman College, 1985-
- Mr. Lim Chor Hoon**, Lecturer-B.Sc., 1983, University of Waterloo, Canada, M.Sc., 1985, Purdue University U.S.A.; Tunku Abdul Rahman College, 1989-
- Ms. Lim Lee Koon**, Lecturer-B.Sc., 1976 Nanyang University, Singapore; M.Sc., 1978, The University of Birmingham, U.K.; Tunku Abdul Rahman College, 1979-
- Mr. Lim Tong Ming**, Lecturer-B.Sc., 1975, M.Sc., 1987; Mississippi State University, U.S.A.; Tunku Abdul Rahman College, 1988-
- Ms. Lim Siok Wan**, Lecturer-B.Sc. (Hons.) 1970, University of Malaya, Malaysia; M.Sc., 1972, McMaster University, Canada; Tunku Abdul Rahman College, 1974-
- Mr. Low Koh Han**, Lecturer-B.Sc., 1984, University of Bradford, U.K.; M.Sc., 1985, University of Strathclyde, U.K.; Tunku Abdul Rahman College, 1986-
- Ms. Mariam Nainan D/O T.K. Nainan**, Lecturer-B.Sc., 1983, Science University of Malaysia; M.Sc., 1988, University of Glasgow, Scotland, U.K.; Tunku Abdul Rahman College, 1983-
- Ms. Phea Lee Mai**, Lecturer-B.Sc., 1984, Science University of Malaysia; M.Sc., 1989, University of Essex, U.K.; Tunku Abdul Rahman College, 1984-
- Ms. Piong Teck Wah**, Lecturer-B.Sc., 1981, M.Sc., 1982, Aston University, U.K.; Tunku Abdul Rahman College, 1984-
- Mr. Poh Meow Ming**, Lecturer-B.Sc., 1987, M.Sc., 1989, University of Michigan, U.S.A.; Tunku Abdul Rahman College, 1990-
- Mr. Tan Cheng Tien**, Lecturer-B.Sc., 1976, University of London, U.K.; Postgraduate Dip. in Data Processing, 1983, Ulster Polytechnic, U.K.; Tunku Abdul Rahman College, 1977-

Dr. Tan Chik Heok, Lecturer-B.Sc., (Hons.), 1979, M.Sc., 1982, Ph.D., 1989, University of Malaya, Malaysia; Tunku Abdul Rahman College, 1982-

Dr. Tang Leong Chai, Lecturer-B.Sc., (Hons.) 1975, University of London, U.K.; M.Sc., 1978, University of Maine, France; Ph.D., 1982, Louis Pasteur University, France; Tunku Abdul Rahman College, 1983-

Ms. Toh Jin Ai, Lecturer-B.Sc., 1984, M.Sc., 1986; University of Melbourne, Australia; Tunku Abdul Rahman College 1987-

Dr. Wong Ah Kee, Lecturer-B.Sc., 1976, Liverpool Polytechnic, U.K.; M.Sc., 1977; Ph.D., 1981, University of Warwick, U.K.; Tunku Abdul Rahman College, 1990-

Mr. Wong Kok Yong, Lecturer-B.Sc., 1978, M.Sc., 1982, University of Malaya, Malaysia; Tunku Abdul Rahman College, 1983-

External Examiners

Dr. Dwight Lamar Norwood, Professor of Mathematics/Computer Science-B.S., Wake Forest University; M.A., Appalachian State University; Ph.D., University of Arkansas; Campbell University, 1973-

Dr. Steven Howard Everhart, Associate Professor and Chairman of Biology-B.S., University of North Carolina at Wilmington; M.S., Ph.D., North Carolina State University; other graduate study, Cornell University and University of Virginia; Campbell University, 1980-

Faculty Emeriti

J. Delmer Ashworth, B.A., B.M., M.A.; English, 1962-1971
Harold C. Bain, B.A., M.A.; Mathematics, 1957-1990
Elizabeth Britton, B.A., M.A.T.; Chemistry, 1955-1976; Fall 1977
John J. Broderick, B.A., J.D., M.P.A., Law, 1976-1986; P.T. 1986-
Gaston Evon Calvert, B.A., M.A., Ed.D.; Education, 1970-1988
Doris Mary Christian, B.A., L.L.B., M.A.; English, 1962-1982
Edward Duvall, B.A., L.L.B., M.A.T.; Mathematics, 1963-1971
Nancy Eliason, B.A., M.A.; Botany, 1959-1971
Edith T. Frey, B.A., M.A., M.A.; English, 1967-1976
Albert Clarke Gaskill; B.S., C.P.A.; Business, 1965-1977
Virginia B. Graham, B.A., M.A., Ph.D.; English, 1959-1980; P.T., 1980-1981
W. B. Horton, B.S., M.A.; Education, 1965-1975
Alma Sams Kennedy, B.A., M.A.; English, 1955-1978; P.T., 1978-1980
B. Donald Keyser, B.A., B.D., Ph.D.; Religion, 1959-1990
Perry Q. Langston, B.S., M.R.E., D.R.E., 1950-1986
Harry E. Larche, B.S.E., M.S.Ed., P.Ed.D.; Physical Education, 1975-1989
Frances Lynch Lloyd, B.S., M.A.T.; Physical Education, 1955-1990
Hazel Matthews, B.A., M.A.T.; Biology, 1965-1977
Fred McCall, Jr., B.A., M.A.; Health and Physical Education, 1953-1976;
Vice President of Administration, 1977-1986

Pearle K. McCall, B.S., M.Ed.; Biology, 1960-1987
 Edith C. Mulkey, B.A., M.A.; Business Education, 1962-1983; P.T. 1983-1987
 Warren V. Noble, A.B., M.A., Ed.D., 1977-1986
 Harold D. Parcell, A.B., M.A., Ph.D.; Foreign Language, 1970-1972
 Marceline L. Parker, B.A., M.A.; Education, 1962-1980
 William Roy Phelps, B.S., M.A., D.Ed.; Foreign Language, 1968-1990
 Elmer L. Puryear, B.A., M.A., Ph.D., History/Government, 1971-1985; P.T. 1986-1988
 Inez G. Sadler, B.A.; Business, 1955-1967; Director of Placement, 1964-1970
 Mary Bates Sherwood, B.A., M.Ed.; Government/History, 1967-1989
 Gladys Strickland Satterwhite, B.A., M.A.; English, 1925-1953
 William C. Stone, B.A., M.M.; Music, 1961-1988, P.T. 1988-
 Willard S. Swiers, B.E., M.A., D.Ed.; Education, 1967-1976; P.T. 1979-1981
 Myrtle Fuller Tillman, A.B., M.M.T.; Art, 1953-1958, 1962-1967
 Paul M. Yoder, B.A., M.M., Ph.D.; Music, 1961-1989

Alumni Board of Directors, 1987-1988

John Meredith '50	President
	McKeesport, PA
Jimmy Jordan '67	First Vice President
	Marietta, GA
Carolyn Murray Smith '71	Second Vice President
	Raleigh, NC
Diamond J. Matthews '65	Secretary
	Buies Creek, NC

Representatives-at-Large

Terms Expiring October 1990

Bobby R. Etheridge '65	Lillington, NC
Archie Brigman '49	Falcon, NC
Dr. Carlton R. Mitchell '41	Winston-Salem, NC
Melba L. Williams '71	Durham, NC
William B. McIver '36	Greensboro, NC
Jimmy N. Jordan '67	Marietta, GA
Michael B. Huff '84	Clemmons, NC
Betty D. McKee '68	Chesapeake, VA

Terms Expiring October 1991

Marietta G. Watson '51	Sanford, NC
Robbie L. Stone '66	El Paso, TX
Ernest M. Walker, Jr. '62	Little Rock, AR
David James Turner '65	Greensboro, NC
Helen C. Bigham '47	Charlotte, NC
Mary Rose P. Felton '57 and '84	Tarboro, NC
Charles E. Koonce '64	Fayetteville, NC
Lee Ann E. Spahr '77	Raleigh, NC



Photo by Todd R. Scarborough

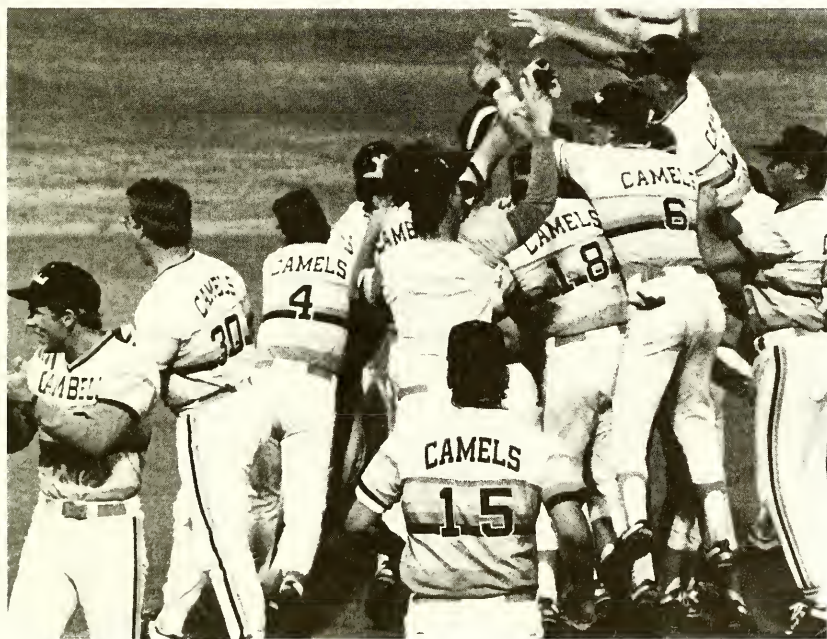


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Terms Expiring October 1992

W. C. Norris '34	Wilmington, NC
W. E. Julian '49	Fayetteville, NC
Lottie Spivey Kay '75	Lumberton, NC
Milford Craig Quinn '74	Warsaw, NC
Ben Wright '77 and '80	Clinton, NC
Rosemary Noftsinger '74	Richmond, VA
Dennis N. Bazemore '77	Wallace, NC
Sadie Outlaw Neel '42	Princeton, NC

6. Historical Information



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6. HISTORICAL INFORMATION

Spring, 1988

Note: Honors listed directly under names in all classifications.

Associate in Arts

Gene N. Anderson
Richard James Brady
Stephen Eugene Burrow
Joseph James Christopher, Jr.
Julius Thomas Covington
Christian Lance Davis
Limuel Franklin Ferguson, Jr.
Douglas Marshall Hodges
George Sanford Holcomb
Thomas E. Huerta
Mary Marilyn McLeod
Kenneth Paul Marlow

George Monge
Michael David Morrison
Kim J. Yother Nasers
Harold Wayne Navarre
Edward Jackson Nichols
Gregory John Peterson
Jacquelyn Mary Quaranta
Roger L. Quesenberry
Tina Marie Sirois
Heather Ambrey Skypack
Benjamin J. Sweatland
Deborah J. Wiggins

Jeffrey Wayne Winslow

Bachelor of Applied Science

David Philip Dusenbury
James Easterling

Paula Anne Walters-Foose
Larry F. Watkins

Bachelor of Health Science

Angela Jane Huie

Bachelor of Business Administration

Donna Lynette Allen
William Thomas Arndt
Sylvia Grey Baker
Scott Andrew Ballint
CUM LAUDE
John Gregory Beavers
Kevin James Best
David Dunlap Booth
Christopher G. Brewer
Lori Gay Britts
A. Ryan Burns
Colleen A. Campbell
MAGNA CUM LAUDE

Mark David Carter
Angela Cornelia Chason
Matthew Jerry Cockman
Frank James Cordle
Tonya Denise Council
Stephanie Erin Creel
MAGNA CUM LAUDE
Janet Kay H. Davis
MAGNA CUM LAUDE
Lori Renee Davis
Brian Keith Durham
Lisa Ellen Dyer
MAGNA CUM LAUDE

Jan Marguerite Faulkner
 Amelia Irene Fitzgerald
 Stephen Miller Fleming
 Donald Claude Foltz
 John Glenn Frye
 Elizabeth Shannon Garrett
 CUM LAUDE
 Amy Leigh Goodwin
 Melissa League Gregory
 CUM LAUDE
 Tammy Ronelle Hales
 Uriah Hallman, Jr.
 MAGNA CUM LAUDE
 Sandra Marie Hardee
 Keith Ryan Hargraves
 John Roderick Harris
 Kimberly Jeanette Haywood
 Barbara Gail Hein
 SUMMA CUM LAUDE
 Derrick Clark Hensley
 MAGNA CUM LAUDE
 James Reginald Hester, III
 David Lengoc Holley
 Kenneth Wayne Holloman
 Mary Jo Howard
 Tammy Holder Howington
 Martin John Hughes
 MAGNA CUM LAUDE
 Ellen Spoolman Jernigan
 CUM LAUDE
 Wei Jiang
 Gloria Ann Johnson
 Mary Helen Johnson
 Gwendolyn Faye Jones
 Peter Alderman Kannon
 Elizabeth Ann Kennedy
 MAGNA CUM LAUDE
 Alvin A. Knight
 Linda Elaine Koonce
 Kristin Lyn Liles
 CUM LAUDE
 Thomas Joseph LiPuma
 Michele Louise Logan
 MAGNA CUM LAUDE
 Teresa Lynn Luhn
 CUM LAUDE

William Lewood McCallum
 James McCullen, Jr.
 CUM LAUDE
 Georgina Beatrice McDaniel
 CUM LAUDE
 Katherine L. McGinniss
 MAGNA CUM LAUDE
 Regina McKeithan
 Lowell J. McKinster
 Sandra Ilene Mabry
 Myrna Mercedes Marrero
 Kenneth Mathis, Jr.
 Wendy Lynne Matthews
 Katherine Ellen Meinhold
 Kristi Parish Miller
 MAGNA CUM LAUDE
 Mistie Jenean Minton
 Paul Edward Mooney
 Paul Nathaniel Morton
 Dorothy Helen Mullins
 Timothy Hugh O'Kennon
 John Michael O'Regan
 Tyler Chapman Pace
 Kane Lamar Parsons, Jr.
 Anthony Tyson Pope
 James Michael Radulovic
 Christine Joyce Ramos
 MAGNA CUM LAUDE
 James Joseph Repass
 Beth Renee Richardson
 Carlos W. Rivers, Jr.
 Douglas Franklin Robertson
 John William Robertson
 George Douglas Rothrock
 Rebecca Lynn Sandy
 J. Brian Scott, Jr.
 William Edgar Shillicutt
 Bradford Lane Simmons
 Henry Lanace Singletary, Jr.
 Julia Ann Skinner
 Robert Wayne Sottile
 Ruth Ann Street
 Betty Hayes Tart
 Alvin Lee Taylor, Jr.
 Homer Franklin Thomas, Jr.
 Denise Stephens Thornton

Teresa Marie Tiedeman
SUMMA CUM LAUDE
Michael Jay Turow
Clyde Vernelson Vaughan
Mary Frances Walker
Robert William Waples

Marion R. Warren
Marty Davis Warren
Tonya Renee Watkins
Sheila West-Smith
Kenneth Lennox Williams
Sandy Warren Wilson

Richard Francis Zavesky

(Karen L. Evans received a letter stating that she had completed the requirements for a BBA Degree from Campbell University as of 5/9/88; however, since she had already received a BS Degree from Florida State University on 6/12/76, she could not receive a second undergraduate degree from CU.)

Bachelor of Science

Donna Lynn Blalock
CUM LAUDE
April Carlotta Branch
Bobbie S. Cagle
Elizabeth Dawn Carroll
Darin Trent Cloninger
Veronica Gjivanovich Croce
MAGNA CUM LAUDE

Teresa Crocker
Juan Vicente Cuellar
William Hugh Dennis, III
Patricia Anne Domeika
Sonya Beth Farlow
Anne Marie Eveker
Sonya Beth Farlow
Thomas William Ferguson
CUM LAUDE

Graham Carroll Fowler
MAGNA CUM LAUDE
Kenneth John Frenette
Julia Barbour Futrell
SUMMA CUM LAUDE

JoAnn D. Gaskins
SUMMA CUM LAUDE
Jody Lyn Gerald
CUM LAUDE

Max Francis Xavier Gutierrez Junior
CUM LAUDE
Hope Lynette Hall
Elizabeth Marie Hawk

Media Roxanne Herring
MAGNA CUM LAUDE
Lisa Michelle Hewett
Sandy Elaine Houser
James Edward Hubbs
MAGNA CUM LAUDE
Judy Katherine Barnes Jackson
MAGNA CUM LAUDE
Terri Denise Jackson
Aine Ayesha Joyce-Hasham
Krystal DeEtte Jung
SUMMA CUM LAUDE
Isam Elmo Kamar
Lauren Elizabeth Weatherly McLamb
MAGNA CUM LAUDE
Christopher Louis Mitta
Amanda Lynne Moreau
Holly Michele Mullins
Lunette Yvonne Murray
Thomas A. Murray
Susan Michele Myrick
Andrea L. Nelms
Kimberly Bain Omohundro
SUMMA CUM LAUDE
James Michael Osborne
Pamela Renee Pate
Teresa Ellen Phillips
Darren Keith Posey
Patricia Lynn Roberson
Lora Layne Robinson

Lisa Anne Ruff
Elsie Lorraine Ryals
Hugh Brown Sager
Cory Richard Satterfield
Pamela Ann Scott
Robert Andrew Seay
Rhonda Lynne Sessoms
Bonnie Lynn Sills
Jacqueline Annette Sipe
James Linwood Smith, Jr.
Lari Michelle Smith
Rodney Wayne Smith
Kathy May Warren Sovine
MAGNA CUM LAUDE
Steven Spitzfaden

Catherine McCommons Stott
MAGNA CUM LAUDE
Sharon Michelle Sutton
Kenneth Charles Sykes
Gina Annette Thomas
CUM LAUDE
Kimberly Lynn Tutor
Kevin Vereen
Jeffery Thomas Vernon
Carole Paige Wells
Jennifer Lynn White
Judith Mary White
Lisa Lynn White
SUMMA CUM LAUDE
Terry Thomas Wilson

Bachelor of Arts

Michelle Leigh Burgess
Micki L. Burns
Amanda Gail Byrd
Laura Elisabeth Cadmus
Mary Jane Cobb
Kenneth L. Daniel, Jr.
Lisa Michelle Davenport
Betty Faye Durham
David Stanley Elks
James Roy Farmer, Jr.
Melanie Lynn Gilbert
MAGNA CUM LAUDE
Thurman Rawls Hayes, Jr.
Angela Noel Hewlett
SUMMA CUM LAUDE
Deborah Jean Jackson
Paul Micah Johnson
MAGNA CUM LAUDE
Caroline Elaine Jones
Christine Kimberley Jones
CUM LAUDE
Patricia Elena Larios
David Lee McCain
Charles Michael McClung
Michael William Martin
MAGNA CUM LAUDE

Christopher Lamar Mewborn
MAGNA CUM LAUDE
David Franklin Mills
MAGNA CUM LAUDE
Alex Glenn Mordine
CUM LAUDE
William Ortega
Susan Joan Pillow
Deanna Susan Pritchard
Carson William Rich
Lisa Michelle Robertson
Kimberly Ann Robinson
Stephen Gregory Scott
Cathy Lynn Sebastian
CUM LAUDE
Larry Curtis Smith
Jennifer Lynn Treloar
MAGNA CUM LAUDE
James Daniel Watson
CUM LAUDE
Ruth Ellen Wheeler
SUMMA CUM LAUDE
David McCoy Wood
Paul Creech Worley
Chrystal Auralea Yeo
CUM LAUDE

Master of Business Administration

Susan Strait Adams
George Michael Baldwin
Jitendra D. Bhatt

WITH DISTINCTION

Robert H. Cooper
George Robert Cox
Harold Love Day, Jr.
Sheryl H. Dray
Danny Carl Evans
Michael Wesley Fortner
George Karl Greenauer
Kathryn Lynn Greene
Tracey Herres
Pitsamai Jariyanuntasak
Raymond E. Johnson
Cynthia Summerlin Jones

Patricia Pope Jordan
Neil Richard Juneau
Tiina Lisa Landschulz
David Allen Langlois
Wayland B. Lennon, III
Carolyn Diane Ludlum
James Vincent Mahoney
Stephen Matthew Mix
Vipaporn Prasartvit
Peter Alexis Stephen Pfeiffer
Warren Crawford Ratley
Wanna Satjayakorn
Jesse Thomas Stewart
WITH DISTINCTION
Steven James Uhl
Orawan Vorapanya

Master of Education

Wanda Barrett Barefoot
Gregory Alan Berzins
Vernal H. Best
Lisa Lee Bowling
Edwin Gilbert Brandle, Jr.
Joan Rasco Chandler
Brenda Moore Chatham
Kathryn Anne Chesnut
Deborah Williams Creech
Phyllis Hall Edwards
Johnnie James Finkley

Leander F. Fitzpatrick
Georgia A. Gau
Anthony Ross Harrington
Donald Sprunt Hill, Sr.
Patricia Glasgow Horton
Deborah S. Hudson
Sara Elisabeth Veith Jenkins
Beulah Bond Jones
Kenneth Lee Jones
Sandra Burgess Joyce
Thelma Dowdy Lanier

Mary Anne Weiss

Juris Doctor

Clyde O. Ackerman, Jr.
Bradley Reid Allen
Victor Albert Anderson, Jr.
John Edwin Beti
Bobby L. Bollinger, Jr.

CUM LAUDE

Virginia Louise Bond
James Philip Bonner
Elizabeth Faye Brooks
Lu Ann Brown

Melanie Jean Carroll
Alan Glenn Cloninger
Robyn Renee Compton
Audrey Lane Cooper
Rita Holbert Cox
Tonya Currin Cumalander
William Mark Cumulander
James Parker Davidson
David Kenneth Davis
Angela Carol Deese

Harry Alfred Dest
 James Matthew Dillon
 Kenneth Hall Epple, Jr.
 Christina Elisa Ferreyra
 B. Kemp Floyd, Jr.
 John A. Floyd
 Johnny Andrew Foster
 Michael Calhoun Frue
 David M. Godwin
 Lisa Ann Granberry
 Andrew Moser Gregson
 Daniel Dewitt Hall
 Weldon Samuel Hamrick, Jr.
 Martha Barnes Harrell
 Marcus Edward Hayes
 Robert Edward Hensley
 Roy Allen Howell, III
 Brett Anthony Hubbard
 CUM LAUDE
 Stephen Graham Inman
 CUM LAUDE
 Gene Benton Johnson
 Beth Tyner Jones
 CUM LAUDE
 Jesse Ronald Jones, Jr.
 John Anthony Kerr, Jr.
 Patricia Wilson Knutson
 Jan T. Kroboth
 David Joseph Kuhn
 James Thomas Lee
 Benjamin E. LeFever
 Iris Peterson Leong
 CUM LAUDE
 Sarah Arrington Linn
 Jeffrey Richard Luedeke
 J. Christy Maroules
 William Bynum Marshall
 Katherine Montgomery McCraw
 Edna Caroline McEachern
 Regina Lavonne McKinney
 Loann Smith Meekins

Lance Christopher Miller
 Cynthia Anne Mills
 Kathleen Murphy
 Martha Carol Muse
 CUM LAUDE
 Charles Elbert Neill, III
 Mark Carlton Osterhout
 Gregory Bruce Park
 Grier Jewell Patton
 Michael John Pirich
 Stevie Burton Potter
 Dallas Morris Pounds
 Lorie Cramer Pretzel
 John Spencer Rainey, Jr.
 Douglas Franklin Ricks
 Phillip Anthony Roach
 Orrin Roby Robbins, Jr.
 John Ryland Rose
 William Tyrone Sawyer
 Peter R. Shedor
 Janet Lee Shires
 Julia Lynette Shuping
 Bryon Morris Smith
 Donna Sutton Stroud
 MAGNA CUM LAUDE
 David Roy Teddy
 Hoyt G. Tessener
 CUM LAUDE
 H. Norman Thorp, III
 Marjory J. Timothy
 Stanley M. Todd
 Charlotte A. Towe
 R. Dannette Underwood
 George Thomas Valsame
 CUM LAUDE
 Robert Simpson Welch
 Wilford Victor West, IV
 Kevin Wayne Whiteheart
 Mary Meeks Wills
 CUM LAUDE
 Lorysa Winterhalter Wojnicz

Sharon Ann Woodard

Summer, 1988

Associate in Arts

Jerry Allison Langdon
Graham Eldridge Lee
Randy J. Lee
Ernest Leon McCabe

Jorge Luis Martinez
Harold David Pinnell
William Warren Steinke
Aza Habeba Williams

Bachelor of Health Science

Bethany Shouse Bennett

Bachelor of Business Administration

Lisa Marie Barrows-Rolka
Hal W. Brooks
Jonathan Wright Chesson
Reginald Scott Covington
Kathy Lynn Colville Ennis
Donald Scott Evans
Patricia Fleming
CUM LAUDE
Walker Scott Farmer
Thomas R. Florence
William Douglas Higgins
Stephanie Howard Holt
CUM LAUDE
Thomas E. Huerta
Donald Iverson

Nam Yun Ko
William H. Koller
Tracy Timothy Lanier
Charles W. Letizia, Jr.
Karen Elizabeth McDaniel
William Melendez
Corina Sellers Morgan
CUM LAUDE
Donna Sue Parker
Sandra Aline Pelletier
Janet Duncan Smith
MAGNA CUM LAUDE
Susan Pearl Stowe
Paulena Tell
Donald Edward Wallace

Bachelor of Science

Millard Fillmore Bounds
Andrea Leigh Canady
Teresa Lynne Dowless
CUM LAUDE
Rebecca Anne Evans
L. Kim Griffin
Ching Gu
SUMMA CUM LAUDE
Kathryn Michele Hannah
Lynn Grimes Hobbs
CUM LAUDE
Paula Fay James
John Walter King, II

Allegra O. Medrano
Lisa Lanette Mitchum
Anne W. Parker
John Andrew Perry
Cynthia Dawn Crofford Phillips
CUM LAUDE
Nicholas Lorenzo Prince
Vickie Diane Pryor
MAGNA CUM LAUDE
Sandra Marie Raynor
Thomas Robert Warburton
Sharon Renee Weaver
James Reginald White

Bachelor of Arts

Mamie Marie Bratcher
Kevin Louis Clark

Shelly Yvonne Parrish
CUM LAUDE
George William Smith, III
Susan Amanda White

Master of Science

Alexander Leonard Wisnoski, Jr.

Master of Business Administration

Ibrahim Ahmad Adileh
Ahmad Izzat Al-Ahmad
Mohammed Abdulla Alforaihi
Haddon M. Clark, III
Linda D. Coakley
Loraine Allison Dandar
WITH DISTINCTION
Elizabeth Ann Danziger
WITH DISTINCTION
Bobby Jay Ervin

Linwood Martin Hayes
Thomas Sherwood Jernigan
Lelia Cathryn McLamb
Ong Chee Meng
WITH DISTINCTION
David Murphy Powers
Robert Shelton Roebuck, Jr.
William Eclaudius Tilley
Gathuka Wa-Gatumbi
David Vincent Webb

Master of Education

Patricia Luck Blake
WITH DISTINCTION
Beth Perkins Carr
WITH DISTINCTION
Daphene Garrett Crisafulli
Mary Creech Daughtry
Lionel Todd Edge
Mary Hutchinson Esteve
WITH DISTINCTION
Karen Camille Ezzell
Sharon Dodson Hartsell
Janet Duke Hinnant
Dan Curtis Honeycutt
Richard Carnell Jackson
Vivian Rose Johnson Lamm
Janet Ackerman Lesser

Janet Powell Little
Joyce Ann Jernigan Matthews
WITH DISTINCTION
Amanda Truett Noe
Ann Holland Overman
Angela Godwin Page
Nancy T. Parker
Joyce Cameron Garner Pate
Susan Winstead Rackley
Margy Hinnant Satterfield
WITH DISTINCTION
Patricia Mullin Summers
Jacqueline Kay Thomas
Donald Arnold Thurman
Norma P. Walters
WITH DISTINCTION

Sue Stephenson Wood

Juris Doctor

Linda Jean Hartwell-Scott

Charles R. Kinsey, III

Winter, 1988

Associate in Arts

Scott Anthony Behrend
Andrea Catherine Chapman
James Michael Hager, Jr.

Dana Norman Lewis
Valarie S. Pettway
Gary Lee Zellmer

Bachelor of Applied Science

Tracy Lynn Carter

Bachelor of Health Science

Robert Lee Campbell

Bachelor of Special Studies

David Fredric Smith, Sr.

Bachelor of Business Administration

Jose Alicea
Russell Alan Barnes
Mark Allen Bedard
Laura Jean Boe
CUM LAUDE
Patricia Ann Byrd
Wendy Renee Chance
John Clark Chason
Peggy Warren Edge
SUMMA CUM LAUDE
Hope Naylor Hawley
Aaron Scott Higginbotham
John Winston Holland
MAGNA CUM LAUDE
Cindy Leigh Hunter
Karen Diane Kalevas
CUM LAUDE
David Gilbert Lasater
Tony Alan Lee

Maria Catherine Leonard
Christopher Mark McIntosh
Susan Wenger McNickle
William Stephen Miller
Wanda Faye Mobley
Sam Leigh Norris
Christopher Kirk Perkins
Jacquelyn Mary Quaranta
Thomas Thad Rich
Kathryn Elizabeth Rio
CUM LAUDE
Henry Isaac Rochelle
Louis W. (Billy) Sewell, III
Laura Lea Sterling
CUM LAUDE
Harold Boney Wells, Jr.
Deborah J. Wiggins
Michael R. Williams
Robert L. Wooten

Bachelor of Science

Kimberly Renee Anderson
Sonya Constance Dowdy
Susan Elizabeth Fitts
Sherry Marie Gerald

Deborah Elaine Gilfillan
Ronald Eugene Hagan
Buren T. Hanson
Charles Howard Hood, Jr.

Lisa Renee Huntley
Harold Lee Lassiter, Jr.
Jose M. Luis
Kevin Eugene McCall
MAGNA CUM LAUDE
Melissa Gwen McCormich
Jerrie Lynn Miles
William Frank Miller, Jr.
Youssef Montazeri

Gregory George Moore
SUMMA CUM LAUDE
Judith Manson Pikul
Steffen Michelle Shaffer
Jerry Lynn Shamp
Deborah L. Stafford
Frank Alexander Szilvay
Kelly Reid Tew
Jianchu Zhao
CUM LAUDE

Bachelor of Arts

David Eric Carlton
Isaac Hunter Dunlap
CUM LAUDE
Mark Stephen Farnsworth
Emily Wilkerson Faulkner
Eric Lee Hayes
Lori Cook Keefe
William Edward King

Clayton Perry Maynor
John Thomas Nalley
Tracy Lynn Poe
Randall Scott Pollard
Joseph Lanier Riddick, III
John Kevin Rock
Timothy Scott Trexler
David R. Wentink

Kimberly Dawn Wilson

Master of Education

Shannalei C. Barefoot
Mary Jane Cleaton
Pamela Edmondson Darden
Terry Leggett Davis
Linda Nora Gathings
Jennifer Rudd Ivey
Leon Jacobs
Tonya Oliver Johnson
Joyce Christine Faircloth Judah

Susan Braswell Lambert
Mary Battle Odom
Lonnie Boney Parker
Tina Marie Silvetti Poltrock
Thelma Faison Smith
Polly Norris Stewart
Linda M. Thompson
Ada Lewis Turnage
Vickie Ellen Wells

Willie F. Wright

Master of Business Administration

Elmer L. Barnes
Gordon Michael Bass
William Michael Bass
WITH DISTINCTION
Sharon Lee Bell
Harry A. Burtner
Stephen T. Cerjan

Remigius Okwuchukwu Emeto
Brenda K. Hester
John Wear Kinney
Viroaj Koschakosai
Mark Andrew Loring
Gary Scott McClure
David Orlando Montano

Christy Ndidi Nwafor
Okoroji Okezie Ejikeme
Gary Wayne Phillips
Vernon Chester Plack
Catherine Elizabeth Powers
David E. Reid
Daniel Alex Sandy
James E. Sardi
Robert Stanley Schneider, II
WITH DISTINCTION

Sandra Yvonne Schneider
Martin Thomas Strickland
Ratana Tantisirivit
Sandra Powell Washington
Janice P. Whitehurst
Michael Joe Willett
WITH DISTINCTION
Steven Woodrow Worrell

Spring, 1989

Associate in Arts

John P. Bernhardt
Thomas Clinton Busch
John Allan Friday
Vivian James
William Andrew Kifer
Lelia Meadwell McCormick

Norman Harold McIntyre, Jr.
Rona Lynn Oehmke
Tonia Marie Peters
Connie Burgess Simpers
Gordon Lee Smith
Stephen R. Wheeler

Bachelor of Applied Science

Rodney Eugene Oldham

Gregory Keith Pierce

Bachelor of Business Administration

Margaret Jane Alexander
Susan Jane Baker
Jeffrey Warren Barth
Jonathan Robert Battle
Terry Michael Bowers
John Hunter Bryson, III
Marilyn Sue Buck
Deborah V. K. Burrows
John Christopher Cannady
Percy R. Cox
Kendra Alayne Clark Curry
Bruce Lawrence Daughtry
CUM LAUDE
Kimberly Dawn Davenport
Lawanda Michelle Davis
Rebekah Angelyn Davis
Walter Hickman Davis
Patricia Ann DeLeuran
SUMMA CUM LAUDE

Gary Lee Elmore
Debora Lynn Emberton
SUMMA CUM LAUDE
Mavis Virginia Freeman
James Robert Fry
Eric Kipling Fry
Juan D. Garcia
Carmen Frances Givens
CUM LAUDE
Susan Crumpler Godwin
CUM LAUDE
Sharon Denise Gordon
Mary Elizabeth Griffith-Lee
Brian Edmund Henry
George Lee Hicks, III
Roy Frank Hill, Jr.
Carol Lynn Hodiak
Charles S. Holland
Pamela Allen Honeycutt

Anthony Lyle Horne
 Christopher Keith Knowles
 Martin Andrew Landrum
 MAGNA CUM LAUDE
 William Timothy Lane
 MAGNA CUM LAUDE
 Michael S. Little
 Pamela Gaye McNeill
 Amy L. Kennerly Martin
 CUM LAUDE
 A. Lewonna Mason
 Laura Hutchins May
 Christopher John Miller
 MAGNA CUM LAUDE
 Kenneth Edward Milton
 SUMMA CUM LAUDE
 Davis M. Miner
 Alexander Stewart Monroe
 Stanley Robert Morgan
 Angela Kay Morrell
 MAGNA CUM LAUDE
 Samuel Wilson Morris
 CUM LAUDE
 Randy Alton Newsome
 Kris Ann Olgati
 Anton Christopher Outlaw
 Michael David Overton
 MAGNA CUM LAUDE
 Bruce A. Paetzold
 Robert Palentchar, III
 Sandra Darlene Pearce
 MAGNA CUM LAUDE

Edward George Pethan
 Raymond Montgomery Quick
 Elsa Ivelisse (Soto) Quiles
 CUM LAUDE
 Sherry Lynn Ramsey
 Donald Joyner Raper, Jr.
 James Allen Rodgers
 Nury Berky Savinon
 Cynthia Sharpe Sawaye
 MAGNA CUM LAUDE
 Robert Randal Seal
 Arthur Robert Seaman, II
 Karen Lorina Small
 Grace LaVern Brown Speer
 Sandra Vaughan Stephenson
 MAGNA CUM LAUDE
 Lisa R. Suggs
 Wendy Michelle Taylor
 Robert John Trent
 Angela Denise Vaughan
 Jonathan M. Weekes
 MAGNA CUM LAUDE
 Ronald Wernik, Jr.
 Cynthia Dianne Wester
 David Webb Wharton
 Albert Sherrill Whitfield
 CUM LAUDE
 Cynthia Ann Williams
 Barry Lee Wilson
 Tara Marguerite Wilson
 Pamela Rose Winders
 Miriam Lee Yates

Bachelor of Science

Sherrie Lynn Alderman
 Melvin Eugene Baker, Jr.
 Jody Mae Block
 Audra Culp Bradway
 CUM LAUDE
 Kathryn Hope Buchanan
 Valerie Shaun Campbell
 Leigh Ann Dillo Cannady
 Tonya Chape Colwell
 William David Crane, Jr.
 Angela Deannette Daniels

Beverly Michelle Davis
 Mark Devere Davis
 Matthew Glenn Davis
 Dennis Vega Doromal
 MAGNA CUM LAUDE
 Elizabeth Anne C. Driscoll
 Edgar Allan Mata Eballo
 Rebecca DeNay Farmer
 Brookie Betts Ferguson
 Donna Renee Fountain
 Deborah Grace Harrington

Beatrice Kimberly Holder
 MAGNA CUM LAUDE
 Donna Mae Jackson
 Susan Abernathy Johnson
 Deborah Marie Russ Jones
 Gayle Langdon Jordan
 Jon Mark Joyner
 CUM LAUDE
 Duane Mead Kilgus
 Mary A. King
 Michael Thomas Klack, Sr.
 Rebecca Teresa Lee
 Ellen Marie McClay
 Pamela Lee Marks
 Ruth Irene Marks
 MAGNA CUM LAUDE
 William Martinez
 Cynthia Dawn Mayenschein
 June Elaine Moore
 Alfred Jerome Myles, Jr.
 Shelly Steininger Nancy
 Daniel Lamar Nicholson
 Bradley James Nuckolls
 Angela Gail Parnell
 Phyllis Reid Perkins
 SUMMA CUM LAUDE
 Jessica Joelle Phillips
 Paul Douglas Polinski
 Karen Lowry Poole
 CUM LAUDE
 Roger Lee Quesenberry

Allyson Marie Ragland
 CUM LAUDE
 Jane Elizabeth Ray
 John Eric Raynor
 Linda Sue Robeson
 Susan Yvonne Hutchinson Rose
 Carolyn Kelly Rosser
 Rick G. Sellers
 MAGNA CUM LAUDE
 Sheila Rose Sessoms
 MAGNA CUM LAUDE
 Calvin Harold Shuler
 Duncan Russell Simmons
 MAGNA CUM LAUDE
 David Lewis Smith
 Kimberly Metts Smith
 Annette Gail Stewart
 William Scott Stoneman
 Cathy Tonya Strickland
 CUM LAUDE
 Louisa Alliene Taylor
 Valinda LeAnn Teague
 Sonya Clifton Thornton
 Richard Phillip Tibbetts
 Ginger Gaye Turner
 DeVane Lee White
 Kathleen Anne Wilhelm
 Herbie Lee Williams
 Lisa Carol Williams
 Dennis Eugene Wolfe
 Mark Edward Womack

Donna Rose Wrench

Bachelor of Arts

Enio E. Aguero
 Vaughan Travis Autry
 MAGNA CUM LAUDE
 Michael Scott Avery
 MAGNA CUM LAUDE
 James Todd Bambule
 Elizabeth Nicole Barefoot
 SUMMA CUM LAUDE
 Diana Leigh Booth
 Travis Felix Byrd
 Melody Hope Campbell

Paul Mercer Cauley
 Becky Lynn Chapman
 John Timothy Collins
 CUM LAUDE
 John Crawford Cox
 Robert Avery Craddock, Jr.
 Melissa Anne Dancy
 SUMMA CUM LAUDE
 Winfred Kevin Davis
 Darren Michael Dawson
 William C. Edwards

William Archie Ellis
 David Lewis Evans
 Garnet Paul Fletcher, II
 Selena Beth Frye
 MAGNA CUM LAUDE
 Austin Mack Grainger
 Gerald Franklin Hemphill
 Charles Mark Hicks
 CUM LAUDE
 Lucynda Ann Hicks
 SUMMA CUM LAUDE
 Rebecca Christine Hicks
 John Mark Ivey
 Sanders DuWayne Jackson
 Dana Jill Jenkins
 CUM LAUDE
 Deena Leigh Jones
 Elizabeth Pauline Kennedy
 Mark Evan Kidd
 Monika Anna Krause
 Sharon Rose Lambert
 David Michael Laughinghouse
 Edward Alexander McKeown
 John-Mark McMillian Mitchell
 Carl Carmen Muzi
 Julie Manda Myers
 CUM LAUDE
 Gina Earl Price

William Kelly Pruett, Jr.
 MAGNA CUM LAUDE
 Maxton Mahlon Radford
 Henry Carroll Robertson, Jr.
 Cathleen Ann Rockwell
 CUM LAUDE
 Jennifer Dawn Slate
 Michelle Monique Spearman
 CUM LAUDE
 Rochelle Therese Spearman
 Twyla Lynne Taylor
 SUMMA CUM LAUDE
 Mary Bogle Philbeck Thomas
 Lisa Sorrells Trexler
 SUMMA CUM LAUDE
 Joseph Felton Ray Turner
 Diane Elizabeth Underwood
 Alvin Perry Wadsworth, Jr.
 MAGNA CUM LAUDE
 Mitchell Bryan Watson
 Angela Annette West
 MAGNA CUM LAUDE
 James Thomas West, II
 Angela Gwyn Williamson
 SUMMA CUM LAUDE
 Jeanine Lee Wood
 SUMMA CUM LAUDE
 Robert D. Woods

Master of Business Administration

Matthew Chinweze Anagor
 Worapol Aramkul
 Willie James Bethea
 Clara Faye Bryant
 Lester Russell Coddington, III
 John Charles Curry
 Joseph Naveen Das
 Lisa Damigella Ettridge
 Salem M. Fares
 Richard J. Fortier
 John Karel Fux
 A. Christopher Gnann
 Carol Lee Hinesley
 Ernest Gene Jackson
 Edward Taylor Jeffreys

Deborah Lynn Karp
 Nan Maret Koone
 Gary Yates Little
 WITH DISTINCTION
 Luis G. Lobo
 Lester Douglas Massey
 WITH DISTINCTION
 Antionette Matthews
 Sanjay Mundhra
 Robert Clinton Neff, Jr.
 Warren Hampton Pennington
 Melvin Poole
 Clarence Jerome Senn, Jr.
 David Wallace Simmons
 David A. Smith

Mary Kuhns Stephenson
Michael David Stephenson
Linwood Carroll Thornton, II
Eric Scott Twichell

Robert Thomas Veale
WITH DISTINCTION
Tina Bailey Wiggins
John Wickliffe Woodward, III

Master of Education

Thomas Murray Best
Roy Raymond Choller
Margaret Martin Creech
James H. Currin
Nellie Virginia Waters Davis
Tina Marie DeLaine
Mary Elizabeth Davis Edge
Janice Barwick Grady
Margaret McPherson Hayes
William Kevin Holden
Jerry Michael Hollis

WITH DISTINCTION
Kim Whittington Holmes
Beverly Weeks Howard
Sandy L. Jeffreys
Shirley Eldridge Johnson
Judith Fryar Keel

Eris Ashton Laws
Julie Naylor Mason
Judith Louise Myers
Carolyn Elizabeth Baker Nall
Sylvia Chriscoe Pusser
Marcus Leonard Scruggs, Jr.

WITH DISTINCTION
Karen Barefoot Sinclair
Bruce Ann Smith
Linda Sue Howard Smith
Pamela Jean Cole Smith
Ann Ragan Stephenson
Nancy J. Suggs
Zena Gay Truelove
Rebecca Rowland Warrick
Lou Ann McNeill Wells
Elizabeth Swanner Winstead

Education Specialist

Janie Pope Temple

Juris Doctor

Bridgett Britt Aguirre
Mary Zehr Alexander
Jerry Arthur Allen, Jr.
Emery Denny Ashley
CUM LAUDE
Brenda Bergeron
Cynthia Sax Bland
Lee Boone Bollinger
Russell Darren Bostic
Harold Lee Boughman, Jr.
William Ray Bradley
Connie Elder Carrigan
Linda Bass Cauffman
Mary Elizabeth Cella
William Edward Chrisco

Karen Marie Christine
Donald E. Clark, Jr.
Susan Campbell Conger
William Taylor Corbett, Jr.
Jeffrey Max Cutler
Wanda Bracks Daughtry
John Barnes Dunn, Jr.
Harold Andrew Fink
Kimberly Dianne Gasperson
James Richard Goodman
CUM LAUDE
Gayla R. Graham
Lora B. Greene
David R. Guin
SUMMA CUM LAUDE

Susan Patricia Snodgrass Haas
 CUM LAUDE
 Phillip Douglas Harward
 Cindy C. Heenan
 CUM LAUDE
 Sharon Alison Hill
 Stephen Lawrence Hill
 Henry Forest Horne, Jr.
 Thomas Edward Horner
 Larry Glenn Hoyle
 John Christopher Huffstelder
 Robert Byrd Humphreys, Jr.
 Benjamin Gale Hurley, Jr.
 James Austin Jackson
 Robert Glenn Jones
 Walter L. Jones
 Leyi Li
 CUM LAUDE
 William Andrew Maddox
 Anne Bridgid Mahoney
 CUM LAUDE
 John Pierce Marshall
 MAGNA CUM LAUDE
 David Floyd McRae, Jr.
 CUM LAUDE
 Amy Elizabeth Mellender
 Robert H. Melville, Jr.
 Emery Edwards Milliken
 CUM LAUDE
 Patrick Holden Nance
 Lorelle Marie Narkawicz
 Jena Renee Page
 Linda Charlene Coggins Parks

William Franklin Porter
 George Gregory Pozega
 Paul J. Raisig
 Phillip Howell Redmond, Jr.
 Sherra Donna Robinson
 Robyn Elizabeth Singletary
 Cassandra Dawn Skerrett
 Barbara Smith
 Holly Leigh Snow
 JoAnn Lewis Spell
 J. William St. Clair
 Gregory Alexander Stakias
 Sharon Johnston Stovall
 Randolph Palmer Sugg
 John Daniel Sullivan
 Kurt Tavernier
 Patricia Potter Taylor
 Beverly Denice Teague
 Lindy Lane Thomas
 Kimbrell Kelly Tucker
 CUM LAUDE
 Julie Ann Turner
 Alice Graham Underhill
 Susan Fetzer Vick
 CUM LAUDE
 Clifton Campbell West
 Walter Jay Wheless
 Dawn Carpenter Wine
 Harriett Farthing Worley
 MAGNA CUM LAUDE
 Patricia Easton Wright
 Michael Louis Yopp
 David Lynn York

Summer, 1989

Associate in Arts

Walter Louis Edwards
 Vernon Fisher
 Walter Thomas Harrington
 Mark Eugene Ingman
 Lee Vincent Kowacki
 Robert Joseph LaFleur, Jr.
 Rick D. Miller

Ethel Laverne Moore-Jenkins
 Patricia Gautier Palmisano
 Charles William Reneau
 Mark Lynn Shepard
 Robert Eugene Smith
 Jeffrey A. Swanger
 Philip J. Taxiera

Frank H. Zalatan

Bachelor of Applied Science

Harry Flynn Garrett

Toby Williams Sumner

Bachelor of Health Science

Patricia Gray Adcock McKee

Bachelor of Business Administration

Susan D. Bunch

Lora Womack Burns

CUM LAUDE

Betty C. Carter

SUMMA CUM LAUDE

James E. Davidson

Sharon Ann Dickens

Love J. Drye

John Martin Franck

Clenon Eugene Freeman

Bradley Davis Gregory

Shelia Clark Handy

Gladys Seymour Hollis

SUMMA CUM LAUDE

William David James

Chester Jordan

Jay Edward Kimbrell, Jr.

Todd Franklin Newell

John Scott Raines

William Rodolfo Rivas

Donnie Leroy Thomas

Brian Keith Walker

Roger Clinton Watson, Jr.

Kenneth Ludell Wiggins, Jr.

Bachelor of Science

Joseph Altamura

Timothy L. Benton

Edward Eugene Bessant

Carrie Lynn Creighton

Margaret Ellen Efird

Monica Lee Foote

Marcus LaVern Gaskin

Lisa Michelle Wilson

Richard D. Lee, Jr.

James William Morrissey

Richard L. Pait

Herbert L. Rivers, Jr.

Gwendolyn Peacock Shipp

Donald James Smith

Wanda Gaye White

Bachelor of Arts

Tracy Edwin Bryant

Anne-Marie Callicutt

CUM LAUDE

Susan Strickland Kornegay

Barbara Yolanda Tisdale

Dulon Devon Pollard, Jr.

Kemuel Hal Pruitt

MAGNA CUM LAUDE

William Wallace Sutton, Jr.

Master of Business Administration

Thomas Gregory Ameluxen

Rick Ronald Blong

Michael Hight Brafford

Steven Gordon Brooks

Michael Wilson Calfee

Lucretia Yarborough Hanks

Robert Charles Kehnast

Mary Kirchoff

✧
Apiruk Lohsuwan
Keri Grace Esplin McBride
WITH DISTINCTION
Clifton Lee McCall
Donald Wayne Morris
Denny Alexander Peeples

Monvalai Rachatakul
Somsakul Rojanathavorn
John S. Stauffer
Ruengphon Sundrarajun
Jayne Coulson Thames
Virocha Tonanon

Master of Education

Laura Lee Bowling
Beverly Herring Doll
Lou Anna B. Herring
WITH DISTINCTION
Patricia Faye Wilson Herring
Patricia B. King

Laura Cordle Miller
Ben Walter Sautter
Merrion Delois Spruill
Laurie Nicholson Stamp
WITH DISTINCTION
Judy McArtan Wiggs

Mitchell Jay Winstead

Education Specialist

Marilyn Crumpler Benton

Juris Doctor

John David Bartenfield

Fall, 1989

Associate in Arts

Charles Edward Blake
Richard Arthur Dorn
Drew William Long
Brian J. McQuarrie
Leandro L. Montesino
Carlos Alberto Morales

A. T. Richman
Ronald David Steere, Jr.
Jefferson Weldon Teague
Alan Jess A. Tecson, Jr.
Leslie Clark Thaxton, Jr.
Jeffrey C. Woods

Bachelor of Business Administration

William Rufus Abbott
Carl Clifford Aley, III
James Lamar Arrendale
Linton Torrence Arrowood
Aaron Nolen Brammer
David Robert Brown
Edmund B. Brown, Jr.
MAGNA CUM LAUDE
David Christopher Bullard

Herman Christopher Clark
Angela Chris Coats
Lourdes Duany
Vickey Mizelle Fulford
David Cranford Haar
Nedra Jean Hall
MAGNA CUM LAUDE
Ronald Eugene Hall, Jr.
Donna Kathryn Hawley

Ernest Augustus McIntyre, Jr.
Kevin Douglas Mote
Christopher Vance Neal
Christopher Leland Peffley
CUM LAUDE
Oscar James Peterson, IV
Andrew Michael Polumbo
Vickie Casinger Pope
Stephen Baxter Prevatte
Argiro Avgerinos Saffo
Gregory Thomas Schaefer
CUM LAUDE

Dianna Lynn Shamlin
CUM LAUDE
Mark Douglas Slate
Richard H. Smith
Mary Patricia Spitz
Myron Boyd Stockton
Gary Mason Sutton
Harold Wilson Weathers, Jr.
CUM LAUDE
Terry Wayne Wicker
Timothy Charles Woodard

Bachelor of Science

Mary Ann Algieri
Mark Anthony Barrett
Cathy Ann Borden
Ricky Dean Breeze
CUM LAUDE
Jesse Roland Butts, Jr.
Angel David Chamizo
Perry Dennis Chew
Marshall Alan Clary
Clifton Campbell Dillard
Rolande Lindor Dorancy
Myrone Denise Ford
Donald Gerald Gardner
Matthew Gabriel Gengler
Nancy Leigh Hall
Robin Jill Isley

Waldemar Jerzy Krol
MAGNA CUM LAUDE
Douglas Glenn Leese
Michelle Carol Leonard
Julia Ann McCann
Ginny Katherine Mathews
Mohammad Reza Moez
William S. Nelson
CUM LAUDE
Gregory John Peterson
Walter Brian Powell
James Emery Smith
Mary Virginia Smith
Willis Talmadge Stone
Lisa L. Van Meter
Melanie Brogan Wood

Bachelor of Arts

Jeffrey Eugene Bullard
James Shuford Bullins, Jr.
MAGNA CUM LAUDE
Melissa Gail Bunn
Gregory Vaughan Daughtry
Mary Patience Easley

Floyd Zane Light, Jr.
SUMMA CUM LAUDE
Errett Lathan Marshburn, Jr.
MAGNA CUM LAUDE
Linda Florence Peterson
Elizabeth Condrey Williams

Master of Business Administration

James Arthur Baker
James Alexander Black
Robbie Sherman Butler

Careen Vessa Carson
Robert D. Culler
Thomas E. Despres

Lawrence E. Diesbach, Sr.
William John Donovan
Lawrence James Ellison
Steven John Gibbon
Timothy Mark Godwin
Margaret S. Helms
WITH DISTINCTION
Nicholas Roy Peter Henegan

Paul A. Jamieson
G. Leonard Johnson
Dennis Hocutt Jones
Bryan Andrew McGann
John Allen Peterson, Jr.
Alta G. Renfrow
Cynthia Denise Spann
David Mark Wilson

Master of Education

Jacquelyn Turner Arthur
WITH DISTINCTION
Hilda Oldham Bailey
Robah Allen Britt
Deborah Byrd Brown
Joyce Burnette
WITH DISTINCTION
Brenda Davis Cameron
Gwen Hammonds Clark
Brenda Gail Buck Dunn
Nancy Pheora Eason
Sandra Hodges Edwards
Hilda Britton Graham

Debbie Hall Grady
WITH DISTINCTION
Sue Ann Suggs Harris
Judith T. Herring
Frances Wortman Hicks
WITH DISTINCTION
Connie Inman Kinlaw
Donna Jones Lassiter
Carl Brent Locklear
Janice Juanita Peele
Jennifer Dale Toler Sellers
Susan Speight Smith
Elizabeth Harris Tripp

Lois Jean Omundson Walker

Summary of Bachelor's Degrees Awarded

	Men	Women	Total	Cumulative Total
May 31, 1963 through				
December 19, 1979	4853	2738		7591
May 12, 1980	101	82	183	7774
August 2, 1980	27	12	39	7813
December 17, 1980	52	34	86	7899
May 11, 1981	98	94	192	8091
August 1, 1981	33	24	57	8148
December 18, 1981	46	32	78	8226
May 10, 1982	93	88	181	8407
July 24, 1982	35	28	63	8470
December 12, 1982	50	41	91	8561
May 9, 1983	91	109	200	8761
July 23, 1983	41	19	60	8821
May 7, 1984	177	152	329	9150
July 21, 1984	34	23	57	9207
December 10, 1984	35	18	53	9260

May 6, 1985	153	128	281	9541
July 20, 1985	40	20	60	9601
December 12, 1985	49	47	96	9697
May 12, 1986	160	127	287	9984
July 28, 1986	26	16	42	10026
December 22, 1986	35	46	81	10107
May 11, 1987	122	97	219	10326
August 25, 1987	24	21	45	10371
December 31, 1987	38	27	65	10436
May 9, 1988	103	123	226	10662
September 1, 1988	23	30	53	10715
January 2, 1989	47	28	75	10790
May 8, 1989	105	112	217	11007
September 1, 1989	30	16	46	11053
January 2, 1990	48	25	73	11126

ACADEMIC CALENDAR AND SCHEDULE 1990 - 1993

Summer School I, 1990

Monday, May 14	Registration
Tuesday, May 15	Classes Begin, 7:30 a.m.
Friday, May 18	Last Day to Drop-Add/Last Day to Register
Friday, June 15	Examinations
Saturday, June 16	Grades Due, 12:00 noon

Summer School II, 1990

Monday, June 18	Registration
Tuesday, June 19	Classes Begin, 7:30 a.m.
Friday, June 22	Last Day to Drop-Add/Last Day to Register
Friday, July 20	Examinations
Monday, July 23	Grades Due, 12:00 noon
Friday, August 31	Graduation Certifications Prepared for Mailing

Fall Semester 1990

Thursday, August 16	Faculty Orientation
Friday, August 17	Faculty Orientation
Monday, August 20	"New" Student Registration
Tuesday, August 21	"Continuing" Student Registration
Wednesday, August 22	Classes Begin, 8:00 a.m.
Friday, August 24	Last Day to Add a Class
Friday, September 21	Last Day to Remove "Incomplete"/ Last Day to Drop w/out Penalty
Saturday, October 6	Honoring
Wednesday, October 10	Midterm/Evening Classes Meet

Thursday, October 11	Midterm Holiday, Begins 8:00 a.m.
Friday, October 12	Midterm Holiday
Monday, October 15	Classes Resume, 8:00 a.m./ Midterm Grades Due, 5:00 p.m.
Saturday, October 27	Parents' Day
Monday, October 29	Advisement Begins
Friday, November 16	Advisement Ends
Thursday, November 22	Thanksgiving Holiday, Begins 8:00 a.m.
Friday, November 23	Thanksgiving Holiday
Monday, November 26	Classes Resume, 8:00 a.m.
Tuesday, December 4	Reading Day
Wednesday, December 5	Exams Begin
Monday, December 10	Exams End
Saturday, December 15	Grades Due, 12:00 noon
Monday, December 31	Graduation Certifications Prepared for Mailing

Spring Semester 1991

Monday, January 7	Registration
Tuesday, January 8	Classes Begin, 8:00 a.m.
Friday, January 11	Last Day to Add a Class
Friday, January 18	Last Day to Register
Friday, February 1	Last Day to Remove "Incomplete"/ Last Day to Drop w/out Penalty
Friday, February 22	Midterm
Monday, February 25	Midterm Holiday, Begins 8:00 a.m./ Midterm Grades Due, 5:00 p.m.
Monday, March 4	Classes Resume, 8:00 a.m.
Monday, March 11	Advisement Begins
Thursday, March 28	Advisement Ends
Friday, March 29	Easter Holiday, Begins 8:00 a.m.
Tuesday, April 2	Classes Resume, 8:00 a.m.
Saturday, April 27	Reading Day
Monday, April 29	Examinations Begin
Friday, May 3	Examinations End
Wednesday, May 8	Grades Due for All Graduation Candidates
Friday, May 10	Grades Due
Sunday, May 12	Baccalaureate Service, 10:00 a.m.
Monday, May 13	Graduation, 9:00 a.m.

Summer School I, 1991

Monday, May 20	Registration
Tuesday, May 21	Classes Begin, 7:30 a.m.
Friday, May 24	Last Day to Drop-Add/ Last Day to Register
Friday, June 21	Examinations
Monday, June 24	Grades Due

Summer School II, 1991

Monday, June 24	Registration
Tuesday, June 25	Classes Begin, 7:30 a.m.
Friday, June 28	Last Day to Drop-Add/ Last Day to Register
Friday, July 26	Examinations
Monday, July 29	Grades Due
Friday, August 30	Graduation Certifications Prepared for Mailing

Fall Semester 1991

Thursday, August 15	Faculty Orientation
Friday, August 16	Faculty Orientation
Monday, August 19	“New” Student Registration
Tuesday, August 20	“Continuing” Student Registration
Wednesday, August 21	Classes Begin, 8:00 a.m.
Friday, August 23	Last Day to Add a Class
Friday, August 30	Last Day to Register
Friday, September 20	Last Day to Remove “Incomplete”/ Last Day to Drop w/out Penalty
Saturday, October 5	Homecoming
Wednesday, October 9	Midterm/All Evening Classes Meet
Thursday, October 10	Midterm Holiday Begins, 8:00 a.m.
Friday, October 11	Midterm Holiday
Monday, October 14	Classes Resume, 8:00 a.m./ Midterm Grades Due, 5:00 p.m.
Saturday, October 26	Parents’ Day
Monday, October 28	Advisement Begins
Friday, November 15	Advisement Ends
Thursday, November 28	Thanksgiving Holiday Begins, 8:00 a.m.
Friday, November 29	Thanksgiving Holiday
Tuesday, December 3	Reading Day
Wednesday, December 4	Examinations Begin
Monday, December 9	Examinations End
Saturday, December 14	Grades Due, 12:00 noon

Spring Semester 1992

Monday, January 6	Registration
Tuesday, January 7	Classes Begin, 8:00 a.m.
Friday, January 10	Last Day to Add a Class
Friday, January 17	Last Day to Register
Friday, February 7	Last Day to Remove “Incomplete”/ Last Day to Drop w/out Penalty
Friday, February 21	Midterm

Monday, February 24	Spring Semester Break Begins, 8:00 a.m./ Midterm Grades Due, 5:00 p.m.
Monday, March 2	Classes Resume, 8:00 a.m.
Monday, March 9	Advisement Begins
Friday, March 27	Advisement Ends
Friday, April 17	Easter Holiday Begins, 8:00 a.m.
Tuesday, April 21	Classes Resume, 8:00 a.m.
Saturday, April 25	Reading Day
Monday, April 27	Examinations Begin
Friday, May 1	Examinations End
Wednesday, May 6	Senior Grades Due, 8:30 a.m.
Saturday, May 9	Grades Due
Sunday, May 10	Baccalaureate Service, 10:00 a.m.
Monday, May 11	Graduation, 9:00 a.m.

Summer School I, 1992

Monday, May 18	Registration
Tuesday, May 19	Classes Begin, 7:30 a.m.
Friday, May 22	Last Day to Drop-Add/ Last Day to Register
Friday, June 19	Examinations
Monday, June 22	Grades Due, 8:30 a.m.

Summer School II, 1992

Monday, June 22	Registration
Tuesday, June 23	Classes Begin, 7:30 a.m.
Friday, June 26	Last Day to Drop-Add/ Last Day to Register
Friday, July 24	Examinations
Monday, July 27	Grades Due, 8:30 a.m.

Fall Semester 1992

Thursday, August 13	Faculty Orientation
Friday, August 14	Faculty Orientation
Monday, August 17	"New" Student Registration
Tuesday, August 18	"Continuing" Student Registration
Wednesday, August 19	Classes Begin, 8:00 a.m.
Friday, August 21	Last Day to Add a Class
Friday, August 28	Last Day to Register
Friday, September 11	Last Day to Remove "Incomplete"/ Last Day to Drop w/out Penalty
Saturday, October 3	Homecoming
Wednesday, October 7	Midterm/All Evening Classes Meet
Thursday, October 8	Midterm Holiday Begins, 8:00 a.m.

Friday, October 9	Midterm Holiday
Monday, October 12	Classes Resume, 8:00 a.m./ Midterm Grades Due 5:00 p.m.
Saturday, October 24	Parents' Day
Monday, October 26	Advisement Begins
Friday, November 13	Advisement Ends
Thursday, November 26	Thanksgiving Holiday Begins, 8:00 a.m.
Friday, November 27	Thanksgiving Holiday
Monday, November 30	Classes Resume, 8:00 a.m.
Tuesday, December 1	Reading Day
Wednesday, December 2	Examinations Begin
Tuesday, December 7	Examinations End
Saturday, December 12	Grades Due, 8:30 a.m.

Spring Semester 1993

Monday, January 4	Registration
Tuesday, January 5	Classes Begin, 8:00 a.m.
Friday, January 8	Last Day to Add a Class
Friday, January 15	Last Day to Register
Friday, February 5	Last Day to Remove "Incomplete"/ Last Day to Drop w/out Penalty
Friday, February 19	Midterm
Monday, February 22	Spring Break Begins, 8:00 a.m./ Midterm Grades Due, 5:00 p.m.
Monday, March 1	Classes Resume, 8:00 a.m.
Monday, March 15	Advisement Begins
Friday, April 2	Advisement Ends
Friday, April 9	Easter Holiday Begins, 8:00 a.m.
Monday, April 12	Easter Holiday
Tuesday, April 13	Classes Resume, 8:00 a.m.
Saturday, April 24	Reading Day
Monday, April 26	Examinations Begin
Friday, April 30	Examinations End
Wednesday, May 5	Senior Grades Due, 8:30 a.m.
Saturday, May 8	Grades Due, 8:30 a.m.
Sunday, May 9	Baccalaureate Service, 10:00 a.m.
Monday, May 10	Graduation, 9:00 a.m.

Summer School I, 1993

Monday, May 17	Registration
Tuesday, May 18	Classes Begin, 7:30 a.m.
Friday, May 21	Last Day to Drop-Add/ Last Day to Register
Friday, June 18	Examinations
Monday, June 21	Grades Due, 8:30 a.m.

Summer School II, 1993

Monday, June 21	Registration
Tuesday, June 22	Classes Begin, 7:30 a.m.
Friday, June 25	Last Day to Drop-Add/ Last Day to Register
Friday, July 23	Examinations
Monday, July 26	Grades Due, 8:30 a.m.
Wednesday, September 1	Graduation Certifications Prepared for Mailing

CORRESPONDENCE DIRECTORY

Correspondence should be addressed to the following offices and individuals at Campbell University, Buies Creek, North Carolina 27506:

- Academic Affairs: Vice President for Academic Affairs or the Dean of the College/School
- Advancement: Vice President for Advancement
- Admissions: Dean of Admissions
- Alumni: Director of Alumni Activities
- Athletics: Director of Athletics
- Business Information: Vice President for Business
- Dormitory Assignments: Director of Residence Life
- Employment of Seniors: Director of Guidance and Career Counseling
- Financial Assistance: Dean of Admissions and Financial Aid
- Married Housing: Director of Housing
- Religious Activities: Director of Religious Activities
- Scholarships: Dean of Admissions and Financial Aid
- Student Employment: Dean of Admissions and Financial Aid
- Summer Camps: Dean of Student Life
- Transcripts and Records: Registrar
- Veterans' Affairs: Director of Veterans' Affairs

Telephone

The Campbell University Exchange may be reached by calling Area Code (919) 893-4111.

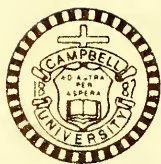
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Photo by Bennett Scarborough



Campbell
University

"A Century of Vision and Service"

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